Department of Special Education
SNDT Women's University
(sndt.digitaluniversity.ac.in)

Syllabus – M. Ed. in Special Education
[Learning Disability & Mental Retardation (Intellectual Disability)]

SNDT Women's University
Juhu Road,
Mumbai 400 049
2015

M.ED. (SPL. ED.) COURSE (Recognized by RCI) Specialization: Learning Disability /Mental Retardation (Intellectual Disability) & Visual Impairment 2015

Programme Outcomes

The course is designed to enable the student teachers to:

1. Discuss the concept of Special Education and its perspectives, exceptionalities and their inter-relatedness.
2. Explain the various theories in human development and psychology and apply them on teaching – learning situations.
3. Discuss the role of research in theory and practice of special education and design, execute, and write research report in special education.
4. Explain the concept, principles theories and approaches of management with reference to special education.
5. Explain the various approaches and role of educational technology in education and special education.
6. Describe the concept, principles, approaches, trends and issues in curricular development in the field of special education.
7. Describe various approaches and areas of assessments.
8. Use techniques of assessment to Interpret the results and diagnose learning disability
9. Develop appropriate remedial programme for inclusion of persons with Learning Disability.
10. Explain the concept, etiology, characteristics of mental retardation and use appropriate instruments for assessment of mental retardation.
11. Explain the principles and approaches to curriculum development and instructional program and develop instructional programs effective for students with mental retardation

At the completion of the course the student will be able to:

Teacher trainers in General & Special Education training institutes
- Educational Programs planners in mainstream and special schools
- School administrators and program heads
- Researchers in the field of disability rehabilitation and special education.
- Consultants in department of Social Welfare and Welfare Centres.
- Consultants in non-government organizations/agencies and schools for children with special needs
- Self employed

ADMINISTRATIVE REGULATIONS:

a)   Eligibility for Admission:
   i) B.Ed. (Special Education) in respective disability area or an equivalent degree from any recognized university with minimum 50% marks. ii) B.Ed. (General Education)

and one-year diploma in special education in respective disability area recognized by RCI with minimum 50% marks in each course.

b) **The students will not be allowed to pursue any other course of study or appear at any other examination during the period under training.**

c) **Nature of the course** – Full time
d) **Duration of the course – two** academic years, divided into 4 semesters, each of 18/20 weeks.
e) **Medium of instruction and examination** – English
f) **Rules of attendance**
  a)   It is expected that the student will
      i)   Participate in all scheduled activities.
      ii)   Take all examinations and undertake practical work.
  b)   i)   A student will not be given a re-test if she fails to appear for the scheduled test.
      ii) If a student is unable to complete her work due to illness, she will be required to complete it before the examination on production of a medical certification. (c)   The students will be required to –
      i)   Attend at least 80% of the total working days of each semester.
      ii)   Complete 100% of the practical work.

g) **RULES OF CONDUCT**
- If the students drop in the first semester without completing internal assessment, then the admission will be cancelled.

- A student who has completed all the internal assessments in the first semester but for some reason cannot appear for the first semester examination may continue in the second semester.

- A student who has successfully completed the first semester, but for some reason cannot continue in the second, third or fourth semester may be allowed to drop that semester. Student will be permitted to complete the semester dropped within the next two consecutive years.

COURSE FEES: As prescribed by the University.
ENROLLMENT FEE: To be paid by the students at the time of admission in the course (once) conducted by the University. (The fee may change from time to time as per the University rules.)
Enrollment fee   Rs. 265.00
Eligibility Fee*   Rs. 265.00
Eligibility fee (For Foreign students) as per the University rules
*To be paid once by the students from the Board or University outside Maharashtra or Gujarat state seeking admission to the course conducted by the SNDT University, in addition to the Enrolment fee.

j) RULES FOR REFUND OF FEES

- Fee may be refunded to the students who are admitted provisionally but who are later declared ineligible for admission.

ESSENTIALS FOR REFUND OF FEES:

- The student should submit written application on plain paper for cancellation of

Time of withdrawal	Conditions of withdrawal	Refund of Tuition Fees	Refund of other fees	Refund of Deposits	Charging of processing Fees
Application for withdrawal submitted before starting of the program or before close of admission process, whichever is earlier	-	All fees to refunded	All fees to be refunded	All deposits to be refunded	Rs. 1000/-
Application for withdrawal submitted after starting of the program or after close of admission process, whichever is earlier.	The seat falling vacant is filled by admission of another candidate.	80% of the Tuition fee to be refunded	80% of fees to be refunded	All deposits to be refunded	Rs. 1000/-
	The seat remains vacant even after closure of admission process	Entire fee will be forfeited	Entire fee will be forfeited	All deposits to be refunded	-

admission (with the date) along with the fee receipt.
- The purpose of cancellation should be clearly stated in the application.
- The application should be signed by the Head of the Department.
- The application should be 'in warded' by the department office.
- Rules for fee refund may change from time to time as per the University norms.

k) Credits

The Master of Special Education course has a total of 48 credits – 24 for theory and related practical work- 12 for practicum and 12 for dissertation. **l) Credit hours**

One credit implies one hour of theory work or two hours of practical, plus two hours of self-study per week.

M) The M.ED (Special Education) course will have 3 major parts

1)	Theory	1200 marks - 48 credits
2)	Practicum	400 marks - 16 credits
3)	Dissertation	400 marks - 16 credits
	Total	2000 marks - 80credits

EVALUATION:

Sr.No.	Grade Abbreviation	From (%)	To (%)	Status	Grade Point	Description
1.	O+	85.00	100.00	Pass	6.00	Outstanding
2.	O	80.00	84.99	Pass	5.00	Excellent
3.	A+	70.00	79.99	Pass	4.00	Very Good
4.	A	60.00	69.99	Pass	3.00	Good
5.	B+	55.00	59.99	Pass	2.00	Above Average
6.	B	50.00	54.99	Pass	1.00	Average
7.	F	0.00	49.99	Fail	0.00	Fail

PROGRAMME STRUCTURE
STRUCTURE FOR 4 SEMESTERS (2 YEARS)

Code	Area	Courses	Credits
A	Core courses	7	28
B	Specialization Courses	4	16
C	Elective Courses	1	04
D	Dissertation	1	16
E	Practical I	2	08
F	Practical II	2	08
	Total	**17**	**80**

Course Details

AREA A – CORE COURSES			
Course Code	**Title**	**Credits**	**Marks**
A1	Developments in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education - In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	**28**	**700**
AREA B - SPECIALIZATION COURSES			
Course Code	**Title**	**Credit**	**Marks**
B8	Identification, Assessment and Needs of Children with.....*	4	100
B9	Curriculum And Teaching Strategies for Children with.....*	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices**	4	100

	Total	16	400
AREA C - ELECTIVE COURSES (Any One)			
Course Code	**Title**	**Credit**	**Marks**
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100
	Total	**4**	**100**
AREA D - DISSERTATION			
Course	**Title**	**Credit**	**Marks**
Code			
D	Dissertation	16	400
AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY			
Course Code	**Title**	**Credit**	**Marks**
E1	Related to Specific Disability	4	100
E2		4	100
AREA F - PRACTICAL II			
Course Code	**Title**	**Credit**	**Marks**
F1	Field Engagement / Internship as a Teacher Trainer	4	100
F2		4	100

SEMESTER BREAK UP

M. ED. SPECIAL EDUCATION (LEARNING DISABILITY)

SEMESTER I

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
1101	Developments in Education and Special Education	4	75	25	100
1102	Psychology of Development and Learning	4	75	25	100
1211	Identification, Assessment and Needs of Children with Learning Disability	4	75	25	100
1212	Curriculum and Teaching Strategies for Children with Learning Disability	4	75	25	100
					400

SEMESTER II

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
2103	Research Methodology and Statistics	4	75	25	100
2104	Curriculum Design & Development	4	75	25	100
2105	Inclusive Education	4	75	25	100
2213	LD: Therapeutics and Assistive Devices	4	75	25	100
					400

SEMESTER III

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
3106	Perspectives in Teacher Education – In-service & Pre-service	4	75	25	100
3107	Educational Evaluation	4	75	25	100
3214	LD: Adulthood and Family Issues	4	75	25	100

3301	Educational Management	4	75	25	100
	OR				
3302	Educational Technology				
	OR				
3303					
	Guidance and Counseling				
					400

SEMESTER IV

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
4402	Dissertation*	16	200	200	400
4511	Field Engagement/ Internship as a Teacher Educators	4		100	100
		18			500

Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.

M.Ed. SPECIAL EDUCATION (LEARNING DISABILITY)
Year I Semester I & II

PRACTICUM

Paper No.	Practicum*	Credit	T
2511	Individual case work	**2**	**50**
2512	Curriculum Adaptation	**1**	**25**
2513	Guidance & supervision of lessons (minimum –10)	**2**	**50**
2514	Clinical Experience	**1**	**25**
Total		**6**	**150**

M.Ed. SPECIAL EDUCATION (LEARNING DISABILITY)
Year II Semester III & IV

PRACTICUM

Paper No.	Practicum*	Credit	T
4512	Individual case work	**2**	**50**
4513	Lectures at pre-service and/or in-service levels (minimum-3)	**2**	**50**
4514	Organizing and conducting parents teachers meeting/Awareness Program/ Community participatory Programmes	**1**	**25**
4515	Conducting workshop/seminar	**1**	**25**
Total		**6**	**150**

SEMESTER BREAK UP

M. Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY/MENTAL RETARDATION)

SEMESTER I

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
1101	Developments in Education and Special Education	4	75	25	100
1102	Psychology of Development and Learning	4	75	25	100
1221	Identification, Assessment and Needs of Children with Intellectual Disability	4	75	25	100
1222	Curriculum And Teaching Strategies for Children with Intellectual Disability	4	75	25	100
					400

SEMESTER II

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
2103	Research Methodology and Statistics	4	75	25	100
2104	Curriculum Design & Development	4	75	25	100
2105	Inclusive Education	4	75	25	100
2223	ID: Therapeutics and Assistive Devices	4	75	25	100
					400

SEMESTER III

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
3106	Perspectives in Teacher Education – In-service & Pre-service	4	75	25	100
3107	Educational Evaluation	4	75	25	100
3224	ID: Adulthood and Family Issues	4	75	25	100
3301 3302 3303	Educational Management OR Educational Technology OR Guidance and Counseling	4	75	25	100
					400

SEMESTER IV

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
4402	Dissertation*	16	200	200	400
4512	Field Engagement/ Internship as a Teacher Educators	4		100	100
		18			500

Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.

M.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY/MENTAL RETARDATION)

Year I Semester I & II
PRACTICUM

Paper No.	Practicum*	Credit	T
2521	Individual case work	**2**	50
2522	Systematic Observation and behavior modification	**1**	25
2523	Guidance & supervision of lessons (minimum –10)	**2**	50

2524	Clinical Experience	1	25
Total		6	150

M.ED. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY/MENTAL RETARDATION)

Year II Semester III & IV
PRACTICUM

Paper No.	Practicum*	Credit	T
4522	Individual case work	2	50
4523	Lectures at pre-service and/or in-service levels (minimum-3)	2	50
4524	Organizing and conducting parents teachers meeting/Awareness Program/ Community participatory Programmes	1	25
4525	Conducting workshop/seminar	1	25
Total		6	150

SEMESTER BREAK UP
M. Ed. Special Education – Visual Impairment
SEMESTER I

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
1101	Developments in Education and Special Education	4	75	25	100
1102	Psychology of Development and Learning	4	75	25	100
1231	Identification, Assessment and Needs of Children with Visual Impairment	4	75	25	100
1232	Curriculum and Teaching Strategies for Children with Visual Impairment	4	75	25	100
					400

SEMESTER II

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
2104	Curriculum Design & Development	4	75	25	100

2105	Inclusive Education	4	75	25	100
2233	VI :Therapeutics and Assistive Devices	4	75	25	100
2103	Research Methodology and Statistics	4	75	25	100
					400

SEMESTER III

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
3106	Perspectives in Teacher Education – In-service & Pre-service	4	75	25	100
3107	Educational Evaluation	4	75	25	100
3234	Adulthood and Family Issues	4	75	25	100
3301 3302 303	Educational Management OR Educational Technology OR Guidance and Counselling	4	75	25	100
					400

SEMESTER IV

Paper No.	Core Papers	Credits	TP (External)	TW (Internal)	T
4402	Dissertation*	16	200	200	400
4531	Field Engagement/ Internship as a Teacher Educators	4	-	100	100
		18			500

Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.

PART II M. Ed. Visual Impairment Year I Semester I & II   PRACTICUM

Paper No.	Practicum*	Credit	T
2531	Individual case work	**2**	**50**
2532	Braille (English, Math, and Science Braille Code)	**2**	**50**
2533	Guidance & supervision of lessons (minimum –10)	**2**	**50**
Total		**6**	**150**

PART II M. Ed. Visual Impairment Year II Semester III & IV   PRACTICUM

Paper No.	Practicum*	Credit	T
4532	Individual case work	**2**	**50**
4533	Lectures at pre-service and/or in-service levels (minimum-3)	**2**	**50**
4534	Organizing and conducting parents teachers meeting/Awareness Program/ Community participatory Programmes/ workshop/seminar	**1**	**25**
4535	Clinical experience	**1**	**25**
Total		**6**	**150**

XXII. PRACTICING SCHOOLS

Special & Inclusive School – Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognized by State Government for the main disability area and permission to carry out practical in other disability **with a precaution that school student with disability should not be overstressed.**

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with

other Special/Inclusive School for school engagement and field experience[1].

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[1] Not applicable for National Institutes and Universities.

AREA A

CORE COURSES

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: 1101   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course will enable learners to explore education both general and special from historical perspective leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education in the national and international contexts covering all aspects of quantity and quality.

Course Outcomes

After completing the course teacher educators will be able to

- *Trace development of general and special education system (PhDs) in India.*
- *Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.*
- *Develop insight into the issues and challenges of present day education system.*
- *Understand important quality related issues which need to be taken into account for revision/ development of new education policy.*

Module I: An Overview of Development of Education System
Learning Outcomes: At the end of this module the student will be able to:

- Explain the development of Education in Pre & Post Independence India
- Explain emerging education in India and Globally. Compare the Indian and the global scenario.
- Discuss the perspectives of Education for persons with disabilities
- Enumerate and explain the constitutional provisions and directive principles with reference to education and special education

1. Shaping of Education in Pre-Independence India
2. Shaping of Education in Post-Independence India
3. Emerging Education in India and in the Global Context
4. Perspectives of Education for the Persons with Disabilities
5. Constitutional Provisions and Directive Principles Related to Education and Special Education

Module II : Issues in Indian Education with Special Reference to Persons with Disabilities
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the need and importance of accessibility to school, curriculum and learning resources and attitudinal barriers
- Critically analyze the status of elementary and secondary education for all and discuss the issues for bridging these gaps
- List the means and resources required to ensure equity principles across various groups and discuss their special education problems
- Explain the challenges of special education with reference to various factors.
- Critically examine the support systems to meet diverse learning needs

1. Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers
2. Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
3. Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems
4. Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives
5. Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

Module III : Policies and Legislations for Education & Special Education Development of Special Education in India
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the various roles of National legislations with reference to education and special education
- Discuss the roles of International legislations and organizations with reference to special education
- Explain the various national policies, government schemes and provisions available for persons with disabilities
- Discuss the role of government and non-government agencies in general and special education
- Elucidate the current issues in general and special education

1. National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)
2. International Legislations for Special Education an International Organizations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)
3. National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities

4. Role of Governmental and non-governmental agencies in general and special education
5. Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

Module IV: Quality Issues in Education
Learning Outcomes: At the end of this module the student will be able to:

- Critically examine the indicators of quality related to teaching
- Discuss pedagogy with reference to curriculum and context constructivism
- Explain different learning systems and ensure standards in them
- Examine various factors with respect to special and inclusive education in an inclusive setup
- Prepare quality checklist for service delivery and community rehabilitation. Discuss methods to maintain quality enhancement

1. Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
2. Linking pedagogy with curriculum, contextual constructivism
3. Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face *vs.* Distance mode
4. Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up
5. Quality enhancement in service delivery and community rehabilitation

Module V: Current Trends and Future Perspective
Learning Outcomes: At the end of this module the student will be able to:

- Discuss education as a development indicator and enhancer of development indicators
- Discuss education with reference to maintain sustainable development & right based approach
- Explain the international curriculum framework
- Elucidate the importance of Education for– conservation of environment social change; individual and national development

1. Education as a development indicator, and enhancer of development indicators
2. Education for sustainable development & Right based approach
3. International curriculum framework in the light of changing priorities and international perspectives
4. Education for conservation of environment and social change
5. Education for individual and national development

Course Work/ Assignments

- Trace development of education in India during pre-Independence
- Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination
- Study factors influencing special education as a discipline in India
- Identify quality related issues of your State and suggest strategies to address them

Suggested Readings

- Annand, C.L. et.al. (1993). Teacher and Education i n Emerging I n d i a n Society , NCERT, New Delhi.

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.

- Julia, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.

- Julia, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.

- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.

- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.

- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.

- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.

- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.

- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.

- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.

- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.

- Seventh All India School Education Survey (2002). NCERT, New Delhi.

- UNDP (1996). Human Development Reports. Oxford University Press. New York.

- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

- UNESCO (2009). Report on Education for sustainable development.

- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code 1102   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

This course exposes learners to the critical understanding of theoretical perspectives of development and implications for in teaching learning process. Through close observation of children in the unnatural environments would situate the theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the cognitive and information processing.

Course Outcomes: After completing the course teacher educators will be able to

- *Explain the psychological principles and their application in specific context of education and special education.*
- *Explain the principles and their implication for growth and development.*
- *Critically analyze the process from the point of view of cognitive psychology. • Explain role of motivation in learning, learning processes and theories of personality.*
- *Apply psychological aspects to teaching-learning situations.*

Course Content

Module I: Overview Educational Psychology
Learning Outcomes: At the end of this module the student will be able to:

- Elaborate the scope of educational psychology
- Enumerate the principles of educational psychology and apply the same in classroom
- Explain different methods of educational psychology and its application to persons with disabilities
- Discuss the current trends in education

1. Nature and scope of educational psychology
2. Principles of educational psychology
3. Methods of Educational Psychology
    3.1 Observation
    3.2 Experimental method
    3.3 Correlational
    3.4 Clinical
    3.5 Case Study
4. Applications of educational psychology to person with disabilities
5. Contemporary trends

Module II: Understanding the Development of the Learner
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept of growth and development
- Compare the various methods of studying development
- Critically evaluate different theories of cognitive development
- Discuss the factors affecting development
- Explain different developmental aspects

1. Concept of Growth and Development
2. Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
3. Physical, social, emotional, moral development, play and language development
4. Cognitive Development: Piaget, Vygotsky and Kohlberg
5. Factors affecting Growth and Development

Module III: Cognition and Information Processing
Learning Outcomes: At the end of this module the student will be able to:

- Describe different cognitive processes
- Suggest ways of enhancing memory in students with disabilities
- Explain different types of thinking and methods of enhancing creative thinking
- Compare different theories of intelligence and discuss their application
- Discuss how to manage a class of students with individual differences

1. Sensation, Perception and Attention
2. Memory-Nature and types, factors affecting memory
3. Thinking: Concept Formation, Reasoning, Problem solving
4. Intelligence: Nature, types, theories and assessment, Creativity
5. Individual differences and its educational implications for children with disabilities

Module IV: Motivation, Learning and Personality
Learning Outcomes: At the end of this module the student will be able to:

- Compare the theories of motivation
- Suggest ways of motivating students with disabilities
- Compare different approaches to learning and their application for students with disabilities
- Analyze different personality types

1. Concept, definition and theories of Motivation
2. Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
3. Concept, definition and principles of personality development

4. Personality Theories: Psychoanalytic-Freud &Neo-Freudians, Trait, Humanistic, Assessment of Personality
5. Implications in teaching- learning with reference to children with disabilities

Module V: Psychological Aspects of Teaching
Learning Outcomes: At the end of this module the student will be able to:

- Plan teaching according to the individual differences of students
- Describe the concept of classroom climate and group dynamics
- Analyze different methods of teaching
- Explain the competencies of an effective teacher
- Discuss ways of guiding children with disabilities

1. Individual differences in cognitive and affective areas and its educational Implications
2. Classroom climate, group dynamics
3. Peer tutoring, co-operative learning, self-regulated learning
4. Teacher effectiveness and competence
5. Guiding children with disabilities

Course Work/ Assignments/ Practicum

- Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
- Analyze any autobiography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning

Transaction

Lecture Method, Seminar, Group Discussion, Practical and Field work

Essential readings

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.

- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.

- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

RESEARCH METHODOLOGY AND STATISTICS

Course Code: 2103   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

Course Outcomes

After completing the course teacher educators will be able to

- *Develop a conceptual understanding of research, its need and ethical research practices.*
- *Describe the types, methods and process of research.*
- *Apply statistical techniques for analysis of data.*
- *Explain the methods and techniques of qualitative research.*
- *Prepare research proposal and report.*

Module I: Scientific Knowledge and Research
Learning Outcomes: At the end of this module the student will be able to:

- Describe the sources and philosophy of knowledge
- Explain the relationship of scientific thinking and research
- Discuss the role of theory in research
- List the areas for research in education and special education
- Explain the ethics involved in research

1. Sources and philosophy of knowledge
2. Scientific thinking and research
3. Role of theory in research
4. Need for research in Education and Special Education
5. Ethics in research

Module II: Types and Methods of Research
Learning Outcomes: At the end of this module the student will be able to:

- Describe the various types of research

- Explain the methods of research
- Differentiate between different types of variables
- Conduct a research
- Develop research instruments

1. Types of research- Quantitative, Qualitative, Fundamental, Applied,
Action 2 Methods of Research:

    2.1 Descriptive

    2.2 Correlational

    2.3 Ex-post facto

    2.4 Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

3. Variables -Types
4. Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
   - Instruments; tests, questionnaire, interview, observation schedule, rating scale
   - Data collection and analysis
5. Standardization of research instrument- Selection of items, reliability and validity and norms

Module III: Methods of Quantitative Analysis
Learning Outcomes: At the end of this module the student will be able to:

- Compare and contrast parametric and non-parametric tests
- Apply descriptive statistical techniques to analyse data
- Apply inferential statistical techniques to analyse data
- Demonstrate the use of   computer applications for data analysis
- Demonstrate the use of tables and graphs to represent data

1. Parametric and non-parametric tests: Concept and difference
2. Descriptive Statistics:
   - Measures of Central Tendency
   - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis
3. Inferential statistics
   - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
   - Student t- test, ANOVA, ANCOVA, Chi-square, Sign Test, Mann-Whitney U test, Kruskal-Wallis test
4. Computer applications for analysis
5. Tabulation and graphic representation

Module IV: Qualitative Research Methods and Analysis
Learning Outcomes: At the end of this module the student will be able to:

- Conduct research using qualitative research methods
- Demonstrate the use of qualitative research analysis techniques
- Demonstrate the use of mixed method of research

1. Grounded theory
2. Ethnography and case study
3. Narrative/discourse and visual methodologies
4. Mixed method
5. Themes, coding and presentation

Module V: Preparing Research Proposal & Report
Learning Outcomes: At the end of this module the student will be able to:
- Prepare a research proposal
- Present a research proposal
- Write the dissertation/ thesis
- Write a technical paper for publication

1. Components of research proposal
2. Presentation of proposal
3. Writing of thesis/dissertation
4. Writing technical paper for publication
5. Research management

Assignments/ Course Work/ Practicum

- Review a research paper published in refereed journal
- Prepare and present a research proposal
- Review a text book and submit a report
- Analyze a set of data using computer application

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.

- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.

- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.

- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.

- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.

- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas

- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi

- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.

- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.

- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.

- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.

- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.

- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: 2104 **Credits: 04**
Contact Hours: 60 **Marks: 100**

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

Course Outcomes

After completing the course teacher educators will be able to

- *Define and identify different components of curriculum.*
- *Understand and analyse various approaches to curriculum development.*
- *Explain and demonstrate curriculum differentiation.*

Module I: Nature of Curriculum
Learning Outcomes: At the end of this module the student will be able :

- Define curriculum
- Compare the various bases of curriculum
- Discuss the principles of curriculum transaction
- Explain the fundamentals of curriculum development
- Discuss the historical and contemporary evolution of curriculum

1. Definition and scope of curriculum
2. Bases of Curriculum-philosophical, sociological and psychological
3. Principles of curriculum transaction
4. Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
5. Historical and contemporary evolution of curriculum

Module II: Approaches & Types of Curriculum Development
Learning Outcomes: At the end of this module the student will be able:

· Analyze the various approaches of curriculum development

1. Developmental Approach
2. Functional Approach
3. Eclectic Approach
4. Ecological Approach
5. Expanded Core Curriculum
6. Hidden Curriculum

Module III: Principles of Curriculum Construction
Learning Outcomes: At the end of this module the student will be able:

• Elucidate the role of curriculum as social construct
• Explain the difference between curriculum design and curriculum development
• Discuss the role and relevance of the various theories of curriculum development
• State the importance of UDL for curriculum development

1. Curriculum & Ideology
2. Curriculum as a Social Construct
3. Differentiating between Curriculum Design and Curriculum development
4. Theories of Curriculum Development
5. Universal Design of Learning for Curriculum Development

Module IV: Curriculum Development & Instructional Design
Learning Outcomes: At the end of this module the student will be able

• Explain differentiation of curriculum
• Explain the pedagogical theories and curriculum transaction
• State the difference between assessment and evaluation

1. Differentiation of Curriculum
2. Pedagogical Theories and curriculum transaction
3. Material and Instructional Adaptations
4. Assessment and Evaluation

Module V: Critical Issues in Curriculum
Learning Outcomes: At the end of this module the student will be able

- Discuss the issues in organizing learning opportunities for diverse needs
- Design and develop integrated and inetr0disciplinary learning experiences
- Explain the need for collaborative curriculum
- Explain the relevance of curriculum alignment and assessment
- Discuss the various curricular trends

1. Organization of learning opportunities for diverse needs
2. Designing integrated and inter-disciplinary learning experiences
3. Collaborative curriculum
4. Alignment of curriculum and modes of assessment
5. Curricular trends

Transaction

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.

Course Work/ Practical/ Field Engagement

- Write a 2000 word essay describing a curriculum in action in an inclusive school
- Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

Essential Readings

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.

- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.

- Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.

- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.

- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.

- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.

- Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

Suggested Readings

- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.

- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.

- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013).
 Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.

- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.

- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

INCLUSIVE EDUCATION

Course Code: 2105   **Credits: 04**

Contact Hours:60   **Marks: 100**

Introduction

This course will prepare teacher trainees to develop insights into models, evolution, current issues and strategies for developing inclusive learning environments. This course will promote collaborative skills in the trainees in order to address special learning needs in the classroom.

Course Outcomes

After completing the course teacher educators will be able to

- *Explain the philosophical, sociological and rights perspective of inclusive education.*
- *Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.*
- *Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.*

Module I: Perspectives in Inclusive Education
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the Historical perspective of Inclusive education globally and in India
- Describe the Approaches to disability and service delivery models
- Explain the Principles of inclusive education
- Enumerate the Research evidence on efficacy and best practices associated with inclusive education

1. Historical perspective of Inclusive education globally and in India
2. Approaches to disability and service delivery models
3. Principles of inclusive education
4. Key debates in special and inclusive education
5. Research evidence on efficacy and best practices associated with inclusive education

Module II: Covenants and Policies Promoting Inclusive Education- A Critique
Learning Outcomes: At the end of this module the student will be able to:

- Debate and discuss the Covenants and Policies promoting Inclusive Education at the National and International levels

1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2. International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
3. International Frameworks: Salamanca Framework (1994)
4. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
5. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Module III: Building Inclusive Schools
Learning Outcomes: At the end of this module the student will be able to:

- Explain barriers to Inclusion – Attitudinal, Systemic and Structural
- Discuss Physical, Academic and Social access
- Identify Teachers as Change Agents
- Apply Assistive Technology
- Support the Whole School Development

1. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
2. Ensuring Physical, Academic and Social Access
3. Leadership and Teachers as Change Agents
4. Assistive Technology
5. Whole School Development

Module IV: Building Inclusive Learning Environments
Learning Outcomes: At the end of this module the student will be able to:

- Discuss Classroom management
- Demonstrate Effective Communication
- Explain the need to promote positive behavior
- Apply Reflective Teaching
- Explain peer mediated instruction: Peer tutoring, Co-operative learning

1. Classroom Management
2. Effective Communication
3. Promoting Positive Behaviour
4. Reflective Teaching
5. Peer mediated instruction: Peer tutoring, Co-operative learning

Module V: Planning for Including Diverse Learning Needs
Learning Outcomes: At the end of this module the student will be able to:

- Plan a Universal design of learning
- Formulate Adaptations and accommodations for children with diverse Learning Needs

1. Universal design of learning
2. Adaptations and accommodations for children with sensory impairments 3. Adaptations and accommodations for children with multiple disabilities
4. Adaptations and accommodations for children with neuro-developmental disabilities
5. Adaptations and accommodations for children with intellectual impairment
6. Adaptations and accommodations for gifted children

Module VI: Collaborations
Learning Outcomes: At the end of this module the student will be able to:

- Explain the Models of collaboration
- Collaborate with parents
- Discuss conflict management
- Participate in co – teaching
- Support Mentoring and Coaching

1. Models of collaboration
2. Working with Parents
3. Managing Conflict
4. Co-teaching
5. Mentoring and Coaching

Transaction

Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability

Course Work/ Practical/ Field Engagement

- Study the impact of UNCRPD on RTE's provisions for children with disabilities
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Develop a differentiated lesson with content, process, and products adapted to suit a specific learner
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal

Essential Readings

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.

- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.

- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire

- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.

- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersery.

- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.

- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersery.

Suggested Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.

- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.

- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.

- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.

- Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.

- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.

- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE

Course Code: 3106   **Credits: 04**
Contact Hours:60   **Marks: 100**

Introduction

This course intends to orient the student about the aims and purpose of teacher education and critically reflect on its' status in India with specific reference to the developments in the field of special and inclusive education as well as identify the issues and challenges. A critical understanding of pre-service and in-service education of teachers in special and inclusive education would promote skills of designing and evaluating curriculum as well as capacities in transacting teacher training programs with essential inputs.

Course Outcomes

After completing the course teacher educators will be able to

- *Gain insight and understand development of Teacher Education with reference to education of children with disabilities.*
- *Reflect on issues and problems related with teacher preparation for education of children with disabilities.*
- *Familiar with responsibilities of different organisations in preparation of competent teachers and critically examine it.*
- *Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.*
- *Appraise the existing teacher education curriculum and its relevance, issues and challenges.*

Course Content

Module I: Understanding Teacher Education (TE)
Learning Outcomes: At the end of this module the student will be able to:

- Explain the Concept, Aims and Objectives of Teacher Education
- Analyze Significance of Teacher Education in India
- Discuss the Types of Teacher Education
- Analyze Factors influencing the practices in TE and quality

1. Concept, Aims and Objectives of TE
2. Significance of TE in India
3. Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
4. Structure of TE in India and Organizations/Agencies involved

5. Factors influencing the practices in TE and quality

Module II: TE and Education of Children with Disabilities
Learning Outcomes: At the end of this module the student will be able to:

- Enumerate Early Initiatives in preparing teachers in India
- Discuss the Establishment of various agencies involve in teacher education in special education
- Explain Paradigm shift from Segregation to Inclusion Impacting TE

1. Early Initiatives in preparing teachers for children with disabilities in India
2. Establishment of various national institutes and development of TE in   special education
3. Establishment of RCI as a statutory body in standardizing and promoting TE in special education
4. Changes in School Education for Children with Disabilities and its Impact on TE
5. Paradigm shift from Segregation to Inclusion Impacting TE

Module III: Pre-service TE in Education of Children with Disabilities
Learning Outcomes: At the end of this module the student will be able to:

- Analyze the Changing scenario of teacher education curriculum and evolving priorities
- Discuss Characteristics of TE framework
- Describe the Components of Pre-service Teacher Education
- Explain the different components of Teacher Education curriculum

1. Changing scenario of teacher education curriculum and evolving priorities 2. Characteristics of TE framework developed by RCI, structure and organization of different components of TE Curriculum
3. Components of Pre-service TE: overview of courses at different levels, weightage of course work and evaluation
4. Various components of TE curriculum and their transactional modalities
5. Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Module IV: Continued Teacher Development Program
Learning Outcomes: At the end of this module the student will be able to:

- Explain Need and modalities for continuing professional development of a   teacher
- Discuss the Structures and models of in-service teacher education
- Describe the Modes of in-service TE

- Design and organize an in-service TE programme

1. Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and Limitations
2. Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts
3. Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE
4. Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)
5. Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

Module V: Issues and Challenges in TE for Education of Children with Disabilities
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the Teacher motivation and working conditions and opportunities for professional development
- Organize TE and Collaborate/linkage between MHRD/ NCTE and MSJE/ RCI
- Describe the Single disability versus cross disability approach in TE
- Analyze role of ICT in TE

1. Teacher motivation and working conditions; opportunities for professional development
2. Organizing TE: Conventional versus ODL
3. Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI
4. Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum
5. ICT and TE

Course Work/ Practical/ Field Engagement

- Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training
- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.

- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.
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EDUCATIONAL EVALUATION

Course Code: 3107   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Course Outcomes

After completing the course teacher educators will be able to

- *Explain the key concepts of evaluation and describe the developments in evaluation.*
- *Describe the scope of evaluation in education.*
- *Describe the use of evaluation as an effective tool in teaching-learning process.*
- *Describe the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

Course Content
Module I: Foundations in Evaluation
Learning Outcomes: At the end of this module the student will be able to:

- Describe the Concept of testing, measurement, assessment and evaluation
- Explain aims and Principles of Evaluation
- Analyze evolution of the evaluation function

1. Concept of testing, measurement, assessment and evaluation
2. Difference between investigation, auditing, monitoring & evaluation
3. Principles of Evaluation
4. Areas of Evaluation
5. The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

Module II: Scope of valuation
Learning Outcomes: At the end of this module the student will be able to:

- Explain the characteristics of evaluation
- Analyze the scope of evaluation

1. Problem-solving and decision-making
2. Positive accountability and excellence in education
3. Knowledge construction and capacity building of learners
4. Organizational learning and change, and strategic planning
5. Advocacy & communication

Module 3: Teaching-learning and evaluation
Learning Outcomes: At the end of this module the student will be able to:

- Explain the Contexts, Need & Nature of Evaluation
- Develop/formulate the standardize Tools of evaluation
- Enumerate Equity & fairness in evaluation
- Prepare the report based on the evaluation

1. Evaluation of learning, for learning and in learning- Contexts, Need & Nature
2. Tools for evaluation and process of standardization
3. Equity & fairness in evaluation including adaptations & Accommodations
4. Report writing: Format, Content & Mechanics
5. Mastery Level Learning

Module 4: Programme Evaluation & Review
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the Concept, need and tools of Programme Evaluation
- Describe Techniques of programme evaluation
- Explain Reliability, validity and sensitivity in programme evaluation

1. Concept, need, goals and tools
2. Evaluation of instructional programmes
3. Techniques of programme evaluation
4. Reliability, validity and sensitivity in programme evaluation
5. Reviewing outcomes

Module 5: Current Trends in Evaluation

Learning Outcomes: At the end of this module the student will be able to:

- Explain various forms of evaluation
- Discuss various ways of Exams

1. Knowledge based evaluation
2. Performance Based Evaluation: Role play, Concept maps
3. Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
4. Self evaluation: Rubrics & Rating scales
5. Exams: Online, On-demand, Take-home Power Tests & Open book

Transaction & Evaluation

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge base d, Performance b a s e d & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.

- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.

- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.

- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching th Edition). Macmillan, New York. (6

AREA B

SPECIALIZATION COURSES

LEARNING DISABILITY

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH LEARNING DISABILITY

Course Code: 1211   **Credits: 04**
Contact Hours:60   **Marks: 100**

Introduction

This paper is an introduction paper, but at the M.Ed. level. So detailing within each area is essential. The paper begins with understanding the types of Learning Disabilities (LD). Moving to approaches and techniques of assessment to areas of assessment and the types of tests for identifying a student with LD. It is expected that the student will be proficient in the use of the tests, a s well as know h o w to develop appropriate tools for identification followed by being able to interrelate the findings from various assessments to plan an intervention programme. Along with this the last unit covers issues related to assessment and legal provisions for students with LD.

Course Outcomes

After completing the course teacher educators will be able to

- *Define and explain the different types of learning disabilities.*
- *Explain the meaning and concept of screening, identification and assessment of children with learning disability.*
- *Describe various approaches and techniques of assessment.*
- *Analyse the needs and the future trends.*

Module I: Overview of Learning Disabilities
Learning Outcomes: At the end of this module the student will be able to:

- Describe the evolution of the field of learning Disability
- Examine the incidence and prevalence of learning disability in India and abroad
- Discuss the types of learning disability
- Describe the conditions associated with learning disability
- Explain the etiology of learning disability

1. Evolution of learning disability as a field of a study
2. Prevalence, incidence –National and International
3. Types of LD- Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, SLI, Non-Verbal Learning Disability
4. Associated conditions- ADHD, emotional liability
5. Etiology: Neuro biological

Module II: Approaches and Techniques of Assessment
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the scope and purpose of assessment
- Discuss the principles for selection of tools for assessment
- Explain the levels of assessment
- Describe the various approaches to assessment
- Employ different techniques of assessment

1. Definition, Scope and Purpose of Assessment.
2. Principles for selection of tools for assessment in various settings
3. Levels of assessment
4. Approaches to Assessment
   4.1 Neuro-Development
   4.2 Cognitive
   4.3 Psycho-linguistic
   4.4 Behavioral
   4.5 Task Analytical
   4.6 RTI
   5. Techniques of Assessment
   5.1 Observation
   5.2 Interviews
   5.3 Case Study
   5.4 Sociometric
   5.5 Error analysis/Miscue Analysis

Module III: Areas of Assessment
Learning Outcomes: At the end of this module the student will be able to:

- Describe the assessment of basic learning processes
- Plan a language assessment
- Plan an assessment in mathematics · Explain the assessment in social domain.

1. Basic learning Processes- Attention, perception, memory, executive functioning
2. Language
3. Mathematics
4. Social
5. Application in the content areas

Module IV: Types of Assessment
Learning Outcomes: At the end of this module the student will be able to:

- Apply psychological tests to identify strengths and weakness
- Apply achievement tests to identify academic difficulties
- Apply Psycho educational tests on a given case
- Develop teacher made test in a given area
- Evaluate different findings to diagnose

1. Psychological:
    1.1 Wechsler's Intelligence Scale
    1.2 Bender Gestalt Visuo-Motor Test
    1.3 Ravens Progressive Matrices
    1.4 Wechsler's Memory Scale
    1.5 Dyslexia Screening Tests
    1.6 Woodcock Johnson Test of Cognitive Ability
    1.7 Test of Thinking Ability 2. Achievement:
    2.1 Stanford Diagnostic Reading Test
    2.2 Stanford diagnostic Math Test
    2.3 Woodcock Johnson Test of Achievement
    2.4 GLAD
3. Psycho Educational:
    3.1 DTRD
    3.2 DTLD
    3.3 Aston Index
    3.4 NIMHANS Index of SLD
4. Teacher made tests (Educational) - construction, scoring, interpretation
5. Differential diagnosis and report writing

Modules V: Trends and Issues with Reference To
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the ethical issues in assessment
- Discuss issues related to reporting and communication of findings
- Explain the importance of collaboration
- Analyze the Legal provisions and l issues
- Critically evaluate the current trends related to advocacy

1. Ethical issues in assessment
2. Responsive reporting and communication
3. Collaboration between team members
4. Legal Provisions and Issues
5. Advocacy

Transaction

The course is developed for M.Ed. level. Thus, provide the trainees with theoretical basis of understanding the various types of LD. Link the classification of different specific LDs (e.g., dyslexia, dyscalculia, dysgraphia, dysphasia) with their neurobiological basis. The specific disabilities have to be understood as manifesting deficits in the curricular areas. Hence, a comparison has to be made with the skills in the curriculum hierarchies at different grade levels. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading and writing). The discussion on the trends and issues should focus on international as well as national scenario.

Course Work/ Practical/ Field Engagement

- Seminar on various types of learning disabilities
- Debate the various approaches and techniques for assessment
- Preparation of a assessment tool in a given area
- Differential diagnosis of given case from reports obtained
- Report on the current kinds of tools/tests used in inclusive schools for identifying students with LD
- Preparation of an awareness booklet with explanation of LD and the legal provisions available
- Diagnose the case based on case profiles
- Develop TMTs to assess various domains and curricular areas
- Conduct assessments and writing reports to communicate assessment outcomes.

Essential Readings

- Bender, W. N. (1995). Learning Disabilities, Characteristics, Identification and Teaching Strategies, Allyn Bacon, New York.
- Choate, J, S., & Enright, B, E. (1994) : Curriculum-Based Assessment
- Das, J. P.(2009): Reading difficulties and dyslexia. SAGE Publications Pvt. Ltd, New Delhi
- Janet W. L. (2011).Learning Disabilities and Related Mild Disabilities. Cengage Learning publishing. London.
- Lerner, J. W. (2000). Learning Disabilities. Houghton Mifflin, Boston.
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J.L. (2011). Dyslexia across Languages: Orthography and the Brain-Gene-Behavior Link. Brookes Publishing Company, New Jersery.
- Pierangelo, R., & Giuliani, G. A. (2012). Assessment in Special Education: A Practical Approach. Pearson Education, Boston. Programming. Allyn & Bacon, New York.
- Russo, C, J. (2011). The Legal rights of students with disabilities: International Perspectives. Rowman & Littlefield, Lanham.

Suggested Readings

- Harwell, J, M., & Shoup, C. D. (2003). Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities: Complete Learning Disabilities Resource Library, Volume I

- Harwell, J, M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities

- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.

- Kapur, M., John A., Rozario J., & Oommen A.(1992). NIMHANS Index of specific Learning Disabilities, NIMHANS, Bangalore.

- Karanth, P., Rozario, J. (2003). Learning disabilities in India willing the mind to learn. . Sage, New Delhi.

- Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism.Learning Matters Publishing, London.

- Raj, F, (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

- Smith, C., & Strick, L. (2010). Learning Disabilities: A to Z: A Complete Guide to Learning Disabilities from Preschool to Adulthood. Free Press, London.

- Swanson, H. L., & Harris, K, R. (2014). Handbook of Learning Disabilities (2nd ed.). The Guilford Press, New Jersey.

- Venkateshwarlu, D. (2005): Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

- Werts, M. G., Culatta, R. A., & Tompkins, J. R.(2011). Fundamentals of special education: What every teacher needs to know. Pearson Education, Inc., New Jersey.

- Wong, B., & Butler, D. L.(2012). Learning about learning disabilities. (4th ed.). Academic Press, San Diego.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH LEARNING DISABILITY

Course Code:1212   **Credits: 04**
Contact Hours:60   **Marks: 100**

Introduction

This course will enable the learners to understand the theoretical foundations of the curriculum approaches, strategies and techniques. The conventional and contemporary perspectives included in the course will broaden the learners' understanding of curricular needs of and interventions for students with LD.

Course Outcomes

After completing the course teacher educators will be able to

- *Describe the approaches, types and areas of curriculum.*
- *Analyze the various approaches and method of intervention.*
- *Comprehend the language basis in academic achievement and learning.*
- *Develop and make effective use of appropriate teaching strategies as per the specific needs of children with learning disability.*
- *Develop an understanding of various areas and approaches for fostering well-being of persons with* Learning Disability*.*

Course Content:

Module I: Perspectives of Curriculum and Teaching Strategies
Learning Outcomes: At the end of this module the student will be able to:

- Interpret different curricular approaches
- Design individualized education plan
- Adapt curriculum according to the needs of the children
- Discuss the trends and issues in teaching of children with LD

1. Curricular approaches related to persons with Learning Disability
2. Instructional Efficiency approach (Konrad, Helf and Joseph, 2011)
3. Curriculum: Alternative, Adjustment and Adaptation
4. IEP
5. Trends and Issues: Direct instruction, constructivism, Connectivism

Method II: Approaches and Methods
Learning Outcomes: At the end of this module the student will be able to:

- Demonstrate use of different approaches of teaching children with LD
- Select and use the most appropriate method of teaching children with LD · Apply principles of ABA and CBM for behavior modification

1. Perceptual motor – Kephart, Barsch, Frostig
2. Multi-Sensory-Fernald, Orton-Gillingham, Montessori
3. Behavioral-Precision Teaching, ABA
4. Cognitive – Meta Cognition, Cognitive Behaviour Management
5. Collaborative Learning Approach

Module III: Interventions for Language Development
Learning Outcomes: At the end of this module the student will be able to:

- Describe language development and the components of language
- Discuss the implications of bilinguals and multilinguism
- Conduct language intervention using different approaches
- Use different strategies for enhancing language development in a child with LD

1. Language: concept and components/structure
2. Systems of language
3. Bilingualism and multilingualism
4. Approaches to language intervention: psycho-linguistic, language   experience approach, whole language approach
5. Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play

Module IV: Strategies for Intervention
Learning Outcomes: At the end of this module the student will be able to:

- Use different strategies for reading intervention
- Apply strategies for remediation in writing
- Demonstrate intervention in mathematics
- Explain the concept of executive functioning and record and interpret the same in a child
- Help students to improve their study skills

1. Reading Strategies
   1.1 Across stages of literacy development, Genre of text and content
   1.2 Monitoring progress (Recording and Interpreting)
2. Writing and Spelling Strategies
   2.1 Written expression; from Concrete Descriptive through Abstract Imaginative

2.2 Writing for different purposes

2.3 Spellings; Visual, Phonic, Morphemic, Rule-based

2.4 Monitoring progress (Recording and Interpreting)

3. Mathematics Strategies

    3.1 For development of Mathematical language

    3.2 For visuo-spatial organisation

    3.3 For mathematical thinking (Quantitative reasoning and Problem solving)

    3.4 Monitoring progress (Recording and Interpreting)

4. Strategies for Enhancing Executive Functioning

    4.1 Meta-cognitive Strategies for Attention, Planning, Organising, and flexibility

    4.2 Self-direction, self-monitoring and regulation

    4.3 Monitoring progress (Recording and Interpreting)

5. Study Skills

    5.1 Note taking

    5.2 Time management

    5.3 Organisational skills

    5.4 Test taking skills

Module V: Fostering Well-Being and Collaborations
Learning Outcomes: At the end of this module the student will be able to:

- Develop psycho-social and interpersonal skills in children with LD
- Make transition plans
- Prepare children with life skills
- Work with families and community

1. Psycho-Social skills
2. Interpersonal skills
3. Transition planning
4. Life skills
5. Working with family and community

Transaction

The course should be taught using a constructivist approach. Group discussions, presentations, development and evaluation of intervention modules for students with LD should be done. The focus should also be on encouraging students to evaluate the applicability of the strategy interventions for English language and also Indian languages.

Course Work/ Practical/ Field Engagement

- Development of intervention programmes based on given approach/methods
- Development of remedial material for specific areas of intervention across ages

- Seminar on collaborations in fostering well-being of persons with LD

Essential Readings

- Butler, K. G., & Silliman, E. R. (2001). Speaking, Reading, and Writing in Children with Language Learning Disabilities: New Paradigms in Research and Practice. Psychology Press, London.

- Chadha, A. (2009). A Guide to Educating Children with Learning Disabilities. Vikas Publishing House Pvt. Ltd., New Delhi.

- Chinn, S. (2014). The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties. Routledge, New York.

- Farrell, M. (2013). The Effective Teacher's Guide to Dyslexia and other Learning Difficulties (Learning Disabilities): Practical strategies . Routledge. New York.

- Hoodin, R. (2011). Intervention in Child Language Disorders . Jones & Bartlett Learning, Sudbury.

- Mather, N., Wendling, B. J., & Roberts, R. (2009). Writing Assessment and Instruction for Students with Learning Disabilities. John Wiley & Sons, New York.

- O' Connor, R. E., Vadasy, P. F. (2013). Handbook of Reading Interventions. Guilford Press.

- Perfetti C. A., Rieben, L., Fayol , M. (1997). Learning to Spell: Research, Theory, and Practice Across Languages. Routledge.

- Scruggs, T. E., Wong, B. (2012) Intervention Research in Learning Disabilities. Springer Science & Business Media.

- Semrud- Clikeman, M. (2007). Social Competence in Children. Springer Science & Business Media.

- Swanson,H. L., Harris, K. R., Graham, S. (2014).Handbook of Learning Disabilities. Guilford Publications

- Wallach, G.P. (2008). Language Intervention for School-age Students: Setting Goals for Academic Success. Missourie: Elsevier Health Sciences.

- Wong, B., Graham, L., Hoskyn, M., Berman, J., (2011). The ABCs of Learning Disabilities. Academic Press.

Suggested Readings

- Bradley, R., Danielson, L., & Hallahan, D.P. (2002) .Identification of Learning Disabilities: Research to Practice. Routledge. New York.

- Gargiulo., R. (2010). Special Education in Contemporary Society: An Introduction to Exceptionality. SAGE Publications India Pvt. Ltd. New Delhi.

- Hart, H., Whitmore, K., & Willems, G. (1999). Neurodevelopmental Approach to Specific Learning Disorders. Cambridge University, Press London.

- Jones, C. J. (2008). Curriculum-based Assessment: The Easy Way to Determine Response-to-intervention. Charles C Thomas Publisher, London.

- Lerner, J. W., & Johns, B. (2014). Learning Disabilities and Related Disabilities: Strategies for Success. Cengage Learning, New Jersey.

- Little, S., & Akin- Little, A. (2014). Academic Assessment and Intervention. Routledge, London.

- Mather, N., & Goldstein, S. (2008) .Learning Disabilities and Challenging Behaviors: A Guideto Intervention & Classroom Management. Paul H. Brookes Publishing Company, London.

- Morris, A., & Shankar, P. K. (2013). Overcoming Learning Disorders. Dr. Anjali
- Morris Education and Health Foundation, Morris Family Fund, Carson City, NV.

- Vinson, B. (2011). Language Disorders Across the LifeSpan. Cengage Learning, New Jersey.

- Westwood, P. (2005). Spelling: Approaches to Teaching and Assessment. Australian
- Council for Educational Research. Camberwell.

- Wong, B., & Butler, D. L. (2012). Learning About Learning Disabilities. Academic Press, London.

LD: THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: 2213   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

The purview of Learning Disabilities is very vast and varied. It may include difficulty in language acquisition, reading, writing and mathematical skills. Even within these broad categories there may be manifestations in different areas.

While remedial education in minimizing the manifestations is done by special educators, who set up goals for interventions in psychological processes and academics; very often these are not enough to ensure that the individuals with learning disabilities are mainstreamed successfully. This success often relies on a combination of therapeutic and assistive devices. The role of these interventions is also extremely important in the field of Learning Disabilities.

Students with Learning Disabilities are generally referred for the services of Occupational Therapists; Speech and Language Therapists and Psychological and Behavioural Counselling. They may also require assistive devices in the classroom for meeting the standard of work expected from students.

The current course will enable students to understand the role of these therapeutic and assistive devices. They will be able to define concepts related to therapies and assistive devices; they will be able to differentiate between the various therapies, their types and the procedures involved.

The course aims at enabling students of M. Ed. to understand the role of these therapies and assistive devices in enhancing the individuals' ability to successfully negotiate the environment and to overcome the disadvantage they are placed in, due to their disability.

Course Outcomes

After completing the course teacher educators will be able to

- *Define the concept of therapeutics and assistive devices.*
- *Identify the need for therapeutics and assistive devices.*
- *Describe different types of therapies and assistive devices.*
- *Describe how therapeutic and assistive devices can impact the lives of individuals with learning disabilities.*
- *Explain the importance of collaboration and team work.*

Module I : Introduction to Therapeutics
Learning Outcomes: At the end of this module the student will be able to:

- Describe the concept, scope and need for therapeutics
- Describe the various types of therapies
- Explain the process of need assessment and decision making for intervention
- Explain the various service delivery models
- Evaluate the various approaches to collaborations in therapeutics interventions

1. Concept, scope and need for therapeutics
2. Types of therapies – occupational therapy, speech and language, and counselling
3. Assessment of needs and decision making for therapeutic intervention
4. Service delivery models [clinics, in-school]
5. Collaboration through multi, inter and trans-disciplinary approach

Module II : Occupational Therapy
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept and importance of occupational therapy
- Conduct the assessment and identify the occupational therapy needs
- Describe the areas of occupational therapy
- Demonstrate the use of occupational therapy interventions and aids in a classroom
- Evaluate the results, review and set goals of therapy

1. Occupational therapy: concept and importance
2. Assessment and identification of needs
3. Areas of occupational therapy - attention, motor, percepto-motor, sensory integration
4. Classroom interventions and use of assistive devices
5. Evaluating results, reviewing and setting goals

Module III : Speech and Language Therapy
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept and importance of speech and language therapy
- Describe the components of speech and language therapy
- Conduct the assessment and identify the speech and language therapy needs
- Demonstrate the use of speech and language therapy interventions in a classroom
- Evaluate the results, review and set goals of therapy

1. Speech and language therapy: concept and importance
2. Components of speech and language therapy
3. Assessment and identification of the needs
4. Classroom interventions
5. Evaluating results, reviewing and setting goals

Module IV : Counselling Therapy
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept, importance and scope of counseling
- Explain the principles, ethics and basic skills in counseling
- Conduct the assessment and identify the counseling needs
- Evaluate the various therapies in counseling
- Plan classroom interventions, develop ways to monitor and provide feedback.

1 Counselling: concept, importance and scope
2 Principles, ethics and basic skills in counseling
3 Assessment and identification of the needs
4 Therapies in counseling: Behavioral, cognitive, cognitive behavioral, play therapy, Art-based therapies, bibliotherapy
5 Classroom intervention, monitoring progress and providing feedback

Module V: Assistive Devices
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept, importance and role of assistive devices
- Conduct the assessment and identify the needs
- Describe the various assistive devices for meeting specific learning needs
- Evaluate the use of assistive devices
- Describe the use of ICT for individuals with LD

1. Assistive Devices: Concept, Importance and Role
2. Assessment and Identification of the Needs
3. Types of Assistive Devices for specific learning needs: organization, reading, writing, mathematics, language
4. Benefits and limitations of using assistive devices
1 5. Information and Communication Technology for individuals with learning disabilities

Transactions

This paper will involve direct teaching through lectures to set a base. The students will be expected to use computer laboratory in order to understand the application of software to ensure learning to the maximum extent. Students can make presentations

on assessment of needs and use specific child profile to match the appropriate therapeutics and assistive device. Also the success can be evaluated through classroom observations. It can graphically Recorded using for the purpose of presentation. Visits to institution, clinics and other places where therapeutic situation and assistive devices can be observed. Students can attend workshops by experts like counsellors, therapists and IT professionals to bridge the gap between the therapy and classroom. They can assist the inclusive classroom teacher to help improvise learning in the classroom by conducting workshops for them. Assignments on need analysis, setting targets, evaluating goals and reporting it to the therapists can be given to the students.

Discussions on ethical issues and responsive communication between professionals can be organized. Demonstrations on strategies for classroom intervention using therapy and showing its benefits can be a part of the transaction process.

Practicum/ Field Engagement

- Conduct a collaborative meeting with a therapist to set targets and goals for a student
- Visit a therapeutic clinic and prepare a report on the visit based on observations of the procedures being followed
- Observe a child in the classroom and report the results pre and post therapy
- Assess a child for therapeutic and assistive devices and make recommendations
- Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for inclass intervention
- Conduct a demonstration of a Circle Time for mainstream teachers to help them provide in-class support for a child with counselling needs
- Discuss the benefits of therapy with a parent
- Conduct a workshop for teachers on when and how to make referrals for therapeutic intervention
- Conduct a hands-on workshop for teachers using ICT as an assistive device

Essential Readings

- Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

Suggested Readings

- Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues in professional practice. Whurr, London.

- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). Occupational therapy: performance, participation and well-being. SLACK Inc., New Jersey.

- Creek, J. (2008). The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice. Churchill Livingstone, Edinburgh.
- Creek, J. (2001). Occupational Therapy in Mental Health (3rd edition). Churchill Livingstone, Edinburgh.

- Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4th edition). Churchill Livingstone, Edinburgh.
- Feltham, C. (2010). Critical Thinking in Counselling and Psychotherapy. Sage, London.
- Feltham, C., & Horton, I. (2012). The Sage Handbook of Counselling and Psychotherapy. Sage, London.

- Hatcher, C. (2011). Making Collaborative Practice Work: A Model for Teachers and SLTs. J & R Press, Guilford.

- Kersner, M. (2001). Speech and Language Therapy: The Decision Making Process When Working with Children. David Fulton Publishers Ltd., London.

- Paul, R., & Norbury, C. (2012). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.). Elsevier, Mosby.
- Pendleton, H, M., & Schultz-Krohn, W. (2013). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.). Elsevier, Mosby.

- Raskind, M. H. (2000). Assistive technology for children with learning disabilities.

- Bridges to Reading (2nd ed.). Schwab Foundation for Learning. San Mateo, CA.

- Raskind, M. H., & Higgins, E. L. (1999). Speaking to Read: The Effects of Speech Recognition Technology on the Reading and Spelling Performance of Children with Learning Disabilities. Annals of Dyslexia, 49, 251-281.
- Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman's
- Occupational Therapy. LWW; Twelfth, New York.

- Speake, J. (2003). How to Identify and Support Children with Speech and Language Difficulties. LDA, London.
- Whiston, S. C. (2013). Principles and Applications of Assessment in Counseling (4thed.) Brooks/Cole, Belmont, CA.

- http://www.pbs.org/parents/education/learning-disabilities/strategies-forlearning- disabilities/assistive-technology-devices/

LD: ADULTHOOD AND FAMILY ISSUES

Course Code: 3214   **Credits: 04**

Contact Hours:60   **Marks: 100**

Introduction

This course deals with aspects of a young adult with Learning Disabilities (LD) that may be requiring support for a better independent functioning. From unit one to five the focus moves from knowing how needs change their manifestations to aspects of specific areas that interfere with learning and interactions.The paper also covers strategies that will help them deal with situations appropriately.

Course Outcomes

After completing the course teacher educators will be able to

- *Describe the needs of young adults with learning disabilities.*
- *Discuss the aspects of these areas which hinder the young adult with LD.*
- *Identify and plan areas for intervention.*
- *Discuss the issues related to adulthood.*

Module I: Young Adults with LD
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept and characteristics of young adults
- List and Explain academic characteristics
- Explain the cognitive characteristics
- Explain the socio-emotional characteristics
- Explain transition

1. Concept and characteristics of young adults
2. Academic Characteristics
3. Cognitive Characteristics
4. Social-emotional Characteristics
5. Transition

Module II: Promoting Adaptive Behaviour in Young Adults with LD
Learning Outcomes: At the end of this module the student will be able to:

- Define adaptive behaviour
- State the significance of promoting adaptive behaviour in young adults with LD
- Explain the aims, characteristics and advantages of Reasoning
- Explain the objectives and characteristics of Informed decision making
- Explain the importance of communication in promoting adaptive behaviour
- Discuss time management

1. Reasoning
2. Problem solving
3. Informed decision making
4. Communication
5. Time management

Module III: Maintaining Relationships
Learning Outcomes: At the end of this module the student will be able to:

- Justify the importance of maintaining relationships
- Classify the factors responsible
- Explain the relevance and importance of each factor as a contributor in maintaining relationships

1. Empathy, Cue sensitivity, personal space
2. Sexuality
3. Alternative thinking, consequences
4. Self-image
5. Stress management

Module IV: Independent Living
Learning Outcomes: At the end of this module the student will be able to:

- State the need and importance of Independent living for young adults with LD
- List the factors required for Independent living
- Explain the need and importance of each factor in promoting Independent living
- Outline a model to promote independent living in young adults with LD by applying its various factors

1. Organizing – physical, self
2. Personal care – health, family
3. Financial management - Money transaction, Budgeting, Banking, Saving

4. Career planning and job placements
5. Leisure and recreation: Social, Physical, Psychological, and Cultural aspects **Module V: Support systems**
    Learning Outcomes: At the end of this module the student will be able to:

- Define support systems
- Classify the support groups with reference to their order of relevance
- Discuss the role of family
- Discuss the role of educational institute, community and society
- Explain the role of family
- Discuss Self-help groups as a support system
- Discuss the impact of media in awareness and attitude building
- Outline the advantages and disadvantages of Social network as a support system

1. Role of self-help groups
2. Role of Family
3. Role of educational institute, community and society
4. Role of media in awareness and attitude building
5. Social network

Transaction

Since the course is a part of the M.Ed., its imperative for the students to have hands on training in all the areas. A lot of research work, planning programmes, discussions, debates, presentations, must be the methodology of the entire paper. Program Based Learning, field trips, watching a movie must be incorporated for a thorough understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

- Develop a social skills programme to enhance adolescents participation in a group
- Watch films and discuss the various relationships and the behaviours exhibited
- Create a handbook/ Do it yourself manual that can help a young adult with LD be able to manage relationships
- Plan a programme for leisure /recreation in the neighborhood for the students with LD
- Conduct a survey to collect data about facilities in colleges for students with LD

Essential Readings

- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.

- Cooper, B., & Widdows, N. (2008).The Social Success Workbook for Teens: Skill-Building Activities for Teens with Nonverbal Learning Disorder, Asperger's Disorder, and Other Social-Skill Problems. Instant Help, Oakland.
- Ford, A., Thompson, J., & Shaywitz, S. (2007). On Their Own: Creating an Independent Future for Your Adult Child With Learning Disabilities and ADHD: A Family Guide. William Morrow, London.
- Gregg, N., & Deshler, D. D. (2011). Adolescents and Adults with Learning Disabilities and ADHD: Assessment and Accommodation. The Guilford Press, London
- Karten, T. J. (2009): Inclusion strategies that work for adolescent learners!. Corwin, California.
- Quinn, P.O., Maitland, T.L., & Ische, B. (2011).On Your Own: A College Readiness Guide for Teens with ADHD/LD. Magination Press, New York.

- Rodis, P., Garrod, A., & Boscardin, M.L. (2000). Learning Disabilities and Life Stories. Pearson, London.

Suggested Readings

- Goldstein, S., Naglieri, J. A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. John Wiley & Sons, Inc., New Jersey.
- Greenbaum, J., & Markel, G. (2000). Helping Adolescents with ADHD & Learning Disabilities: Ready-to-Use Tips, Techniques, and Checklists for School Success. The Center For Applied Research In Education
- Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand). Greenhaven Press, San Deigon.
- Kelly, K., & Ramundo, P. (2006). You Mean I'm not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder. Scribner, New Jersery.
- Reid, R., Lienemann, T.O., & Hagaman, J. L. (2013). Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for SpecialNeeds Learners). Guilford Press, New York.
- Shapiro, J., & Rich, R. (1999). Facing Learning Disabilities in the Adult Years: Understanding Dyslexia, ADHD, Assessment, Intervention, and Research. Oxford University Press, New York.
- Simpson, C., & Spencer, V. (2009). College Success for Students with Learning Disabilities: Strategies and Tips to Make the Most of Your College Experience. Prufrock Press, New Jersey.
- Sonnet, H. (2009). Activities for Adults With Learning Disabilities: Having Fun, Meeting Needs. Jessica Kingsley Publication.

SPECIALIZATION COURSES

MENTAL RETARDATION / INTELLECTUAL DISABILITY

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: 1221	**Credits: 04**
Contact Hours: 60	**Marks: 100**

Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Mental Retardation/ Intellectual Disability *(PwID).T*he said course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.

Course Outcomes
After completing the course teacher educators will be able to

- *Understand the concept, etiology and characteristics of* Persons with Intellectual Disability *(PwID).*
- *Use appropriate instruments for assessment of PwID.*
- *Describe the programming needs across different age levels of PwID.*
- *Utilize assessment information for educational programming, referral services and placement.*
- *Comprehend the emerging future needs of PwID.*

Module I: Overview of Intellectual Disability
Learning Outcomes: At the end of this module the student will be able to:

- Define ID and describe the history and prevalence of ID
- Explain the etiological factors of ID
- Describe the various classifications of ID
- Explain the characteristics of Id
- Identify the conditions associated with ID

1. Definition, historical review, prevalence of Intellectual Disability
2. Etiological factors of Intellectual Disability
   2.1 Biological, environmental factors
   2.2 Pre-natal, natal, post-natal causes
3. Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
4. Characteristics of Intellectual Disability
5. Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy

Module II: Screening, Identification, Assessment and Diagnosis
Learning Outcomes: At the end of this module the student will be able to:

- Describe the existing screening, identification and assessment trends in the field of ID
- Discuss the various approaches and types of assessment
- Apply the various methods and use the tools to assess children with ID
- Conduct educational assessment of children with ID
- Discuss the implications of the methods and tools of assessment for inclusion

1 . Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
2. Approaches and types of assessment
3. Methods and tools of assessment
    3.1 Screening tools
    3.2 Early identification
    3.3 Developmental assessment tools
    3.4 Intellectual – various standardized assessment tools: Binet – WISC –   VSMS – DST Indian adaptations and other Indian tools
    3.5 Social, Behavioral, Language and Speech Assessment Tools and the Indian tools
    3.6 Special educational – use of CRTs, construction, precautions to be t a ken for development with reference to programming
4. Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming
        Systems NIMH- Functional Assessment Checklists for Programming
        (FACP) and other relevant tools
5. Implications of the above for Inclusion

Module III: Identification of Needs
Learning Outcomes: At the end of this module the student will be able to:

· Analyse the needs of persons with ID across ages and in various areas

1. Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)
2. School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary   team collaboration and role of special education teacher
3. Transition and career development – ITP (Individualized Transition Plan)
4. Vocational Development; Employment, Types; emerging Job opportunity,
        Placement & follow- up
5. Implications of the above for Inclusion

Module IV: Use of Assessment Information
Learning Outcomes: At the end of this module the student will be able to:

- Use the assessment data for programme planning
- Conduct support needs assessment for person centered planning
- Write a report to convey assessment information for various purposes

1. Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational
2. Interpretation of assessment information to develop training goals
3. Use of Support Needs Assessment for Person Centered Planning
4. Writing of assessment report: for administrative purpose, for educational
5. Programming, for referral and for alternative placement
6. Implications of the above for Inclusion

Module V: Emerging and Future Issues
Learning Outcomes: At the end of this module the student will be able to:

- Evaluate the various international instruments, Indian legislations and policies pertaining to Human rights
- Appraise the future trends
- Discuss the impact advances of technology on rehabilitation of persons with ID

1. Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies
2. Advocacy
3. Current Gender Issues - Socio Cultural and Economic
4. Advances in Technology
5. Implications of the above for Inclusion

Practicum / Assignment / Engagement (Any One) School/ Clinic/ Community

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.

- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
- Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (2003).Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

Suggested Readings

- Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merril.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
- Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
- Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY

Course Code: 1222   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Course Outcomes

After completing the course teacher educators will be able to

- *Explain the principles and approaches to curriculum development and instructional program.*
- *Describe the various approaches for teaching students with Intellectual   Disability.*
- *Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.*
- *Use Instructional Program and methods in Inclusive Set ups.*
- *Use teaching strategies and TLMs for PwID.*

Module I : Curriculum Development
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the principles and models of curriculum development.
- Analyze the approaches to curriculum development
- Distinguish between types of instructional designs
- Adapt a curriculum in any given subject
- Discuss the challenges and implications for Inclusion

1. Principles and Models of Curriculum development
2. Approaches to curriculum development– Developmental, Functional, Ecological, Systems, and Task Analytic Approach
3. Instructional design– Definition, Types, Merits and Demerits
4. Curricular Adaptation, Accommodation and Modification
5. Challenges and Implications for Inclusion

Module II: Teaching Approaches
Learning Outcomes: At the end of this module the student will be able to:

- Describe the teaching approaches
- Apply teaching approaches in classroom settings

1. Developmental Approaches– Montessori, Floor time
2. Multi-sensory Approach– Fernald, Orton and Gillingham
3. Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training

4. Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management
5. Integration of above in Inclusive Classroom Context

Module III: Curricular Domains & Levels
Learning Outcomes: At the end of this module the student will be able to:

- Discuss development of curriculum at Pre-primary and Primary level
- State the development   of Curriculum at Secondary level
- Describe the development of Curriculum at pre-vocational and transitional level
- Explain the development of Curriculum at Vocational level

1. Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
2. Development   of Curriculum at Secondary level–   Personal, Social, Academic, Occupational and Recreational
3. Development of Curriculum at pre-vocational and transitional level–Personal, Social, Academic, Occupational and Recreational
4. Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid
5. Implications of above in Inclusion

Module IV: Instructional Programs and Methods
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the types and approaches on individualized instructions · Apply collaborative methods in an inclusive classroom.
- Describe approaches and strategies for universal design of learning
- Critique integration of instructional programs and methods for inclusion

1. Individualized Instruction – Concept, Types and Approaches
2. Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching
3. Methods   for social Inclusion, Social   Skill Development   & Self-R egulation, Community Living, Life Skill Education
4. Universal design of Learning – Definition, Principles, Approaches & Strategies
5. Integration of above for Inclusion

Module V: Teaching Strategies & Teaching Learning Material
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the stages and principles of teaching and learning Apply teaching strategies in special and inclusive classrooms
- Evaluate different types of teaching learning material
- Discuss principles of adaptation

1. Stages of learning, Principles of teaching, and Steps in teaching concepts
2. Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
3. Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
4. Principles of adaptation, Adaptation of ADL material & functional academics
5. Integration of above for Inclusion

Practicum/ Assignment/ Engagement in the field (Any One)

- To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting
- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwID

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta

- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.

- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.

- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merril, Columbus.

- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.

- Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.

- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.

- Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.

- Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. Wiley, New Jersey.

- Repp. A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

Suggested Readings

- Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merril Publishing Co.

- Kirk, S.A., & Gallaghar, J.J. (1979). Educating Exceptional Children. Hoffton & Mifflin. Boston.

- Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.

- Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn & Bacon, Boston.

- Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.

- Petersun, M.J., & Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Becon. Boston.

- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.

ID: THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: 2223   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Course Outcomes

After completing the course teacher educators will be able to

- *Gain knowledge about speech and language therapy.*
- *Understand the meaning and interventions of physiotherapy.*
- *Use occupational therapy for PwID.*
- *Comprehend and apply behavioural techniques for interventions.*
- *Select and use appropriate assistive devices for PwID.*

Couse content:
Module I: Language Speech and Communication
Learning Outcomes: At the end of this module the student will be able to:

- State the functions and development of language, Speech and Communication
- Explain the critical period for language development
- Use different modes of communication for children with ID
- Describe various types of speech and language disorders in PwID
- Enhance speech and language of students with ID

1. Nature, Definition, Scope, functions and development of language, Speech and Communication
2. Critical period and its importance in speech and language development
3. Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language,
        Cued, Speech and Total Communication)
4. Types of speech and language disorders in PwID
5. Enhancing and integrating speech and language into classroom context

Module II: Physiotherapy
Learning Outcomes: At the end of this module the student will be able to:

- Describe the importance of physiotherapy and the modalities used in physiotherapy for   persons with ID
- Explain the movements and postures of human body
- Suggest physiotherapy for specific conditions

1. Physiotherapy – Nature, Definition, objectives, Scope and functions
2. Modalities used in physiotherapy for persons with ID and its Associated Conditions
3. Movements and postures of human body
4. Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis
5. Integrating Physiotherapy into classroom context

Module III: Occupational Therapy
Learning Outcomes: At the end of this module the student will be able to:

- Describe the importance of occupation therapy and the modalities used in occupation therapy for persons with ID
- Demonstrate different hand functions
- Explain the concept of sensory integration

1. Occupational therapy– Nature, Definition, objectives, Scope and functions
2. Modalities of Occupational Therapy for persons with ID with associated Conditions
3. Hand Functions– Types of grasps, grip, development, and eye-hand coordination
4. Sensory Integration – Nature, Development & Importance
5. Integrating Occupational therapy into classroom context

Module IV : Behaviour Modification
Learning Outcomes: At the end of this module the student will be able to:

- State the importance of behaviour modification
- Do a functional analysis of behaviour
- Design a behaviour modification plan

1. Aim, scope and importance of Behaviour Modification
2. Types of Behaviour– Adaptive and Maladaptive
3. Identification of Problem Behaviours, and Functional Analysis
4. Strategies for Behaviour Modification and Differential Reinforcement
5. Integrating Behaviour Modification in classroom context

Module V: Assistive Devices
Learning Outcomes: At the end of this module the student will be able to:

- State the various assistive devices for independent living of PWDs
- Assess the needs of PwIDs and choose appropriate assistive devices
- Evaluate different schemes for PwIDs

1. Definition, Importance and types of Assistive Devices for Independent Living
2. Different types of assistive devices for ID, HI, VI & Locomotor disability
3. Assessment of PWID needs to identify the appropriate assistive devices
4. Selection & use of appropriate Assistive Devices for PWID and Maintenance
5. Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme

Practicum/ Assignment/ Engagement (Any One)

- To visit any two therapy centers and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID
- To Prepare/Design appropriate adaptive and assistive device for PwID

Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B.Messer (Eds.), Essential psychotherapies (2nd ed., pp. 182-223). Guilford, New York.

- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. Australian Occupational Therapy Journal, 37(1), 45-49.

- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. American Journal of Occupational Therapy, 46, 63-70.

- Hocking, C. (2004). Making a difference: The romance of occupational therapy. South African Journal of Occupational Therapy, 34(2), 3-5.

- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). Theoretical basis of occupational therapy (2nd Ed). New Jersey, SLACK Incorporated.

- O'Leary, K. D., & Wilson.G.T.(1975). Behavior Therapy: Application and Outcome. Prentice-Hall, New Jersery.

- Peshwaria, R., & Venkatesan. S. (1992) Behavioural approach in teaching mentally retarded children - A manual for Teachers. NIMH, Secunderabad.

- Robertson, D. (2010). The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy. Karnac. London.

- Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) Health though occupation: Theory and practice in occupational therapy. Philadelphia, FA Davis.

ID: ADULTHOOD AND FAMILY ISSUES

Course Code : 3224   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Course Outcomes

After completing the course teacher educators will be able to

- *Develop understanding of stages of development in adulthood.*
- *Appreciate importance of family attitude and involvement.*
- *Understand the Gender, marriage and sexuality related issues.*
- *Understand the disability issues related to community.*
- *Appreciate the importance of adulthood and family training.*

Course content:

Module I: Human Growth & Development in Adulthood
Learning Outcomes: At the end of this module the student will be able to:

- Explain the stages and principles of development
- Discuss the factors affecting development of adults
- Analyze different aspects of adulthood
- Discuss problems arising in adulthood
- Explain community inclusion of adults

1. Developmental stages and principles
2. Factors influencing natural development of adults
3. Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral
4. Common adulthood problems in various areas of development
5. Implications of the above for Community Inclusion

Module II: Family and Adult with Intellectual Disability
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept of family and family types
- Discuss the dynamics in the family of a PwID
- Suggest ways of coping for the family of PwID
- Analyze the government schemes and benefits

1. Meaning, Definition and concept of family
2. Types of family and attitude towards PwID
3. Impact of Adult with ID on the Family
4. Family Adjustment and Coping skills
5. Family support, Government Schemes and benefits

Module III: Gender, Sexuality and Marriage Related Issues
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept of Gender & Sexuality and Marriage
- Infer the effect of religion and culture on sexuality
- Discuss the perceptions related to marriage of PwIDs
- Explain the need for premarital counselling and refer the PwIDs
- Discuss issues related to sexuality and suggest preventive measures for sex related diseases

1. Meaning & Concept of Gender & Sexuality and Marriage
2. Religious and Cultural effect on Gender & Sexuality and Marriage
3. Marriage & persons with intellectual disability: Misconceptions & Remediation
4. Importance of Pre-marital Counseling, Gender Education
5. Sexuality related issues, HIV, STD

Module IV: Disability Issues – Community
Learning Outcomes: At the end of this module the student will be able to:

- Describe the attitude of community towards PwID
- Discuss various community related issues and create awareness about the same
- Suggest ways of community involvement & resource mobilization
- Explain how technology can be used to address issues of adults with ID

1. Attitude of community towards Adults with ID
2. Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID
3. Creating Awareness related to community issues
4. Community involvement & Resource Mobilization

Practicum/ Assignment/ Engagement (Any One)

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
- To assess and present a report on family needs and Counseling
- To conduct sibling training programme and present a report

Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. Indian Journal of Gerontology,17 (3 & 4), 75 – 81.

- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlandio.

- Blook, F. (1974). Our Deaf Children, Martins Publishers Ltd. London.

- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. British Journal of Social Work, 38 (6), 1060 – 1075.

- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.

- Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Ro-ed Inc. Texas.

- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, 81(4) 70 – 381.

- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals, Houghton-Miffin, Boston.

- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.

- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) Family Measurement in India, Sage Publications. New Delhi.

Suggested Readings

- Giffiths, M., & Russle, P. (Eds.) (1985). Working Together with
  Handicapped Children: Guidelines for Parents and Professionals. Souvenir Press, London.

- Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children. Allen and Unwin Ltd., London.

- Grinker, R. (1971). They grow in silence: the deaf child and his family. National Association of the Deaf, Maryland.

- Hartman, A. (1979). Finding Families: An Ecological Assessment in Adoption. Sage Publications, Beverly Hills.

- Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.

- Hewett, S., Newson, J., & Newson, E. (1970). The Family and the
  Handicapped Child: A Study of Cerebral Palsied Children in Their Homes. Allen and Unwin Ltd., London.

- Hornby, G. (1994). Counselling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.

- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. The Indian Journal of Social Work 47(1), 28-36.

- Powell, T. H. (1985). Brothers and Sisters: A Special Part of Exceptional Families. Paul Brooks, London.

- Ross, A. (1972). The Exceptional Child in the Family. Grune and Stratton, New York.
- Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). An introduction to occupational science, A foundation for occupational therapy in the 21st century. Haworth Press.

Suggested Readings

- American Physical Therapy Association Section on Clinical Electrophysiology and
  Wound Management."Curriculum Content Guidelines for Electrophysiologic Evaluation" (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.

- Clark, D. M., & Fairburn, C.G. (1997). Science and Practice of Cognitive Behaviour Therapy. Oxford University Press. New York.

- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Walthama.

- Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey.

- O'Leary, K.D., & Wilson, T.G.(1975). Behavior Therapy: Application and Outcome, 12-14.: Prentice-Hall, New Jersey.

- Thorndike, E.L. (1911), "Provisional Laws of Acquired Behavior or Learning", Animal Intelligence. The McMillian Company, New York.

- Wolpe, J. (1958). Psychotheraphy by Reciprocal Inhibition. Stanford University Press, California.

Disability Specialization

VISUAL IMPAIRMENT

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: 1231   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for that student. A comprehensive functional assessment employs a combination of tools and techniques selected to be consistent with the purposes of the assessment. The interpretation and integration of information gathered from these various sources is a key factor in comprehensive assessment of visually impaired children to make informed decisions about their individualized education programme. To participate fully in this process, the learners must have an understanding of the needs of children with visual impairment and those with additional disabilities, at different stages of the growth and development; knowledge of the potential impact of the visual impairment on behaviour and functioning; and a thorough understanding of the assessment instruments and procedures.

Course Outcomes
After completing the course students will be able to

- Trace the historical development of visual impairment and discuss the attitudinal change of society over time.
- Describe the causes and implications of different eye disorders.
- Critically examine the needs arising at different stages of persons with visual impairment.
- Develop skills to identify and assess children with blindness, low vision, and children with VIMD.
- Develop skills to plan and implement vision efficiency training for children with low vision.

Module I: Evolving Concept and Definition of Visual Impairment
Learning Outcomes:
After completing the module the students will be able to:

- Describe the historical perspective of Visual Impairment
- Describe the change in attitude of society from charity model to rights based model
- List the classification of Visual Impairment and describe the WHO and ICF classification

1. History of visual impairment

2. Attitudinal and behavioural change of the society towards the persons with visual impairment
3. Paradigm shift from charity through medical and social to right based approach
4. Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media
5. Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations

Module II: Eye Disorders: Etiology and Implications
Learning Outcomes: After completing the module the students will be able to:

- Explain the various causes of Visual Impairment
- Describe the implications of various eye conditions

1. Neurological causes of visual impairment: cortical visual impairment
2. Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism 3. Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and macular degeneration, and albinism
4. Muscular and related disorders: nystagmus, strabismus, amblyopia
5. Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness

Module III: Identification and Assessment Procedures of Children with Blindness and Low Vision

Learning Outcomes: After completing the module the students will be able to:

- Examine different tools of assessment for children with Visual Impairment
- Conduct functional assessment of children with Visual Impairment
- Prepare teacher made tools for assessment of functional vision and for increasing vision efficiency

1. Methods and tools for assessment of children with blindness: Functional Skills Inventory for the Blind, Oregon project for visually impaired and Preschoolers, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind Children, Reading Preference Test, Cornell Medical Index on Visually Handicapped children
2. Identification of children with low vision and psychosocial implications of low vision

3. Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests
4. Concept and methods of visual efficiency training
5. Preparation of teacher made tools for functional assessment of vision and skills

Module IV: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities (VIMD)

Learning Outcomes: After completing the module the students will be able to:

- Define VIMD and explain the characteristics of children with VIMD
- Develop teacher made tools for functional assessment of children with VIMD
- Develop skills to do functional assessment of children with VIMD

1. Concept of VIMD
2. Characteristics of children with VIMD
3. Role of multidisciplinary team of professionals in assessment of children with VIMD
4. Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment of VIMD
5. Preparation of teacher made tools for functional assessment of VIMD

Module V: Needs of Persons with Visual Impairment

Learning Outcomes: After completing the module the students will be able to:

· Discuss the issues faced by children with Visual Impairment at various important stages of life

1 Infancy and early childhood: early stimulation and early intervention
2 School age: placement alternatives, collaboration of special and regular teacher
3 Transition Period: self-identity, self-esteem, and self-image
4 Vocational Development: emerging job opportunities
5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

Course Work/ Practical/ Field Engagement (Any Three)

- Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
- Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report

- Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report
- Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMD and submit a report
- Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind,Mumbai.
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- Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA.

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- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH, Dehradun.
- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, New York.

Suggested Readings

- Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,

- Batshaw, M.L., Pellegrino, L., & Roizen, N.J. (2007), Children with Disabilities. Paul. H. Brookes: Maryland,

- Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments,

  (2nd Ed): AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi.
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CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: 1232   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The general education curriculum should be universally designed to meet the educational needs of most students, including those with visual impairment. However, some adaptations to the learning materials and the teaching approaches have to be made so that the learning needs of visually impaired children can be met. This course prepares the learners to develop a balanced curriculum with due consideration given to the children's intellectual, personal, emotional and social developments. Learners will acquire skills to adopt a consistent, realistic and flexible approach in curriculum planning and implementation. They will be able to plan possible adaptations to the curriculum, taking into account the children's visual impairment, their abilities and learning needs.

Course Outcomes
After completing the course students will be able to

- *Appreciate the importance of various basis to curriculum development.*
- *Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.*
- *Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.*
- *Demonstrate appropriate teaching strategy in teaching reading, writing, and math*
- *Critically examine approaches to curriculum development for VIMD.*

Module I: Basic Curriculum Areas and Skills

Learning Outcomes: After completing the module the students will be able to:
- Discuss the importance of cognitive, psychomotor and affective domains of curriculum
- Differentiate core, collateral and support curriculum
- Adapt curriculum based on the the principles of curriculum adaptation

1 Curricular skills related to cognitive domain
2 Curricular skills related to psychomotor domain
3 Curricular skills related to affective domain
4 Core curriculum, collateral curriculum, and support curriculum
5 Curriculum adaptation: Need and principles

Module II: Introduction to Expanded Core Curriculum
Learning Outcomes: After completing the module the students will be able to:

- Describe the meaning of Expanded Core Curriculum
- Discuss the philosophical, psychological and sociological basis of Expanded Core Curriculum

1. From plus curriculum to expanded core curriculum and Introduction and Orientation to Unified English Braille
2. Philosophical basis
3. Psychological basis
4. Sociological basis
5. Ethical considerations

Module III: Steps in Expanded Core Curriculum Development
Learning Outcomes: After completing the module the students will be able to:

- Critically evaluate the existing curriculum
- Develop a need based curriculum for a child with visual impairment

1. Assessment of needs with reference to accessing school curriculum
2. Designing a need- based curriculum: situational analysis for selection of skills and method of teaching
3. Developing a collaborative curriculum
4. Implementation of the curriculum
5. Critical evaluation of the curriculum

Module IV: Strategies for Teaching
Learning Outcomes: After completing the module the students will be able to:

· **Demonstrate different methods of teaching children with visual impairment**

1. Specific teaching strategies: task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement

2. Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach
3. Strategies for writing skills: guided and independent writing
4. Strategies for teaching math: concrete, experiential, role play, and origami
5. Strategies for teaching use of ICT: demonstration, verbal instruction, and peer tutoring

Module V: Approaches to Curriculum Development for VIMD
Learning Outcomes: After completing the module the students will be able to:

· Describe different approaches to curriculum development for VIMD

1. Ecological
2. Multisensory
3. Thematic
4. Functional
5. Experiential

Course Work/ Practical/ Field Engagement (Any Two)

• Identify and present various curricular domains in the given chapter from a text book
• Adapt the school curriculum in any one subject keeping in mind the principles of curriculum adaptation
• Design the curriculum for a child with visual impairment
• Develop a thematic curriculum for a child with VIAD

Essential Readings

• Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.

• Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.

• Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.

• French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.

• Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.

- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.

- Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.

- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi.

- Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.

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- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). Teaching mathematics to blind students through programmed learning strategies. Abhijeet Publication, Delhi.

- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.

- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.

- Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, New Delhi.

- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya: Coimbatore.

- Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd. New Delhi.

- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary. M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.

- Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: The Hesperon/ Chetana Charitable Trust, Chennai.

- Pandey,V.P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.

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ADULTHOOD AND FAMILY ISSUES

Course Code: 3234   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focussing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Course Outcomes

After completing the course students will be able to

- Analyze the role of family as a support system from birth to adulthood.
- *Discuss the concerns of the family of a person with visual impairment.*
- *Meet the challenges faced at different stages of transition of a person with visual impairment.*
- *Develop the skills to prepare an ITP and IFSP.*
- *Develop a critical understanding of schemes for equal opportunities.*

Module I: Role of Family in the Continuum of Support System
Learning Outcomes: After completing the module the students will be able to:

- Discuss the process of adjustment of the family of a child with visual impairment
- Describe the role of family at different stages of life of a person with visual impairment

1. Adjustment and accommodation to the birth of a special child
2. Organization and family functioning
3. Family involvement in infancy and early childhood
4. Family involvement in school age
5. Family involvement in transition to adulthood

Module II: Transition Issues
Learning Outcomes: After completing the module the students will be able to:

- Discuss the issues arising at different points of transition in the life of a person with visual impairment
- Describe and develop an Individualized Transition Plan
1. Transition from home to school
2. Transition from school to college
3. Transition from education to work
4. Meaning and Definition of Individualized Transition Plan (ITP)
5. Role of family in developing ITP

Module III: Family Issues in Adulthood
Learning Outcomes: After completing the module the students will be able to:

- Discuss the challenges faced by the family of adults with visual impairment
- Describe the strategies for rehabilitation of adventitiously visually impaired

1. Higher Education
2. Career Education
3. Life Skills Education
4. Marriage and home skill management
5. Rehabilitation of adventitious visually impaired

Module IV: Planning Family Support Services
Learning Outcomes: After completing the module the student will be able to:

- Discuss the need for family support services
- Describe the meaning and process of developing Individualized Family Service Plan

1. Concept and objectives of family support services
2. Components of family support services

3. Identifying family needs
4. Individualized Family Service Plan (IFSP) under PL 99-457
5. Preparing an IFSP in Indian context

Module V: Equal Opportunity Provisions: Schemes and Facilities

Learning Outcomes: After completing the module the student will be able to:

· Examine different schemes available for the rehabilitation of persons with visual impairment

1. Schemes for education of children from pre-school to higher and tertiary education
2. Schemes and facilities for vocational training and skill development
3. Schemes and statutory provisions to promote employment, selfemployment, and livelihoods
4. Concessions for persons with visual impairment
5. Concept and types of parent family partnerships

Course Work/ Practical/ Field Engagement (Any Two)

• The teacher trainees should develop an individualized transition plan for a given person with visual impairment
• The teacher trainees should develop an individualized family service plan for a family of a person with visual impairment
• The teacher trainees should critically examine any two schemes under equal opportunity schemes

Essential Readings

• Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.

• Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.

• Kirk, S.A., Gallagher, J.J., & Anstasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York

• Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundation for the Blind. New York.

• Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield.

- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA.
- Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.

Suggested Readings

- Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New Delhi.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2002). Introduction to Psychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
- Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall, New Jersey.
- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychology in Schools. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology (6th ed.) Oxford, New Delhi.

APPLICATION OF ADVANCED TECHNOLOGY FOR PERSONS WITH VISUAL IMPAIRMENT

Course Code: 2233   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.

It is, therefore, in the fitness of things that technology solutions should form the subject- matter of the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-neigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Course Outcomes
After completing the course student will be able to

- Explain the relevance of technology for persons with visual impairment.
- Illustrate various devices to facilitate the education of persons with visual impairment.
- Describe various technological devices for promoting quality of life of persons with visual impairment.
- Critically analyse suitability/ appropriateness for various technological devices for persons with visual impairment.
- Discuss various trends in research on technology for persons with visual impairment.

Module I: Introduction to Technology for the Visually Impaired
Learning Outcomes: After completing the module the student will be able to:

- Explain the need of assistive technology for persons with visual impairment

- Describe different types of assistive technology for persons with visual impairment

1. Historical perspective of assistive technology in the rehabilitation of persons with visual impairment
2. Concept, need and importance of assistive technology with specific reference to the Indian context
3. Types of Assistive Technologies
4. Special role of technology for facilitating empowerment of persons with visual impairment
5. Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Module II: Technological Devices– Traditional and Modern for the Education of the Visually Impaired
Learning Outcomes: After completing the module the student will be able to:

- Describe various technological devices used for education of the visually impaired
- Critically evaluate different technological devices

1. Writing Technologies: Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler
2. Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players
3. Technology for Mathematics and Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger
4. Braille Production Technologies: Stero typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices
5. Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation

Module III: Technologies for Facilitating Independent Living for Persons with Visual Impairment
Learning Outcomes: After completing the module the student will be able to:

- Describe the technologies used for empowering persons with visual impairment for independent living

- Critically evaluate the technologies for persons with visual impairment for their independent living

1. Mobility Devices: canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies
2. Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking
3. Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball
4. Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader
5. Critical analysis of devices mentioned under Unit 3.1 to 3.4

Module IV: Employment-related Technologies for the Visually Impaired Learning Outcomes: After completing the module the student will be able to:

· **Describe technologies used for the employment of the visually impaired**

1. Braille Shorthand Machine
2. Dictaphone
3. Dictation Software
4. Application of screen reading technologies for promoting/ diversifying employment opportunities
5. Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles

Module V: Procurement and Assessment of Technological Devices for Persons with Visual Impairment
Learning Outcomes: After completing the module the student will be able to:

- List the sources of technological devices for persons with visual impairment
- Discuss the suitability of various technological devices for persons with visual impairment in Indian context
- Name the schemes of the government related to technological devices for persons with visual impairment

1. Sources of availability and maintenance of technology devices
2. Resource mobilization for procurement of devices
3. ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities
4. Parameters for assessing efficacy/ suitability of devices in the Indian context

5. Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

• Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4
• Draw up a list of addresses of suppliers of technological devices for persons with visual impairment
• Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report

Essential Readings

• Taraporevala, S., & D'Sylva, C. (2014). Equip Your World: A Synoptic View of Access Technology for the Visually Challenged. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
• Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

• Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.

• Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.

Suggested Readings

• Fernandez, G., Koening. C., Mani. M.N.G., & Tensi, S. (1999). See with the Blind. Books for Change, Banglalore.
• Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation. SLACK Incorporated, New Jersey.

• https://www.afb.org/prodmain.asp

• http://www.independentliving.com/products.asp?dept=141&deptname=NewProducts

• http://shop.rnib.org.uk

• http://shop.lighthouseguild.org

AREA C

ELECTIVE COURSES

EDUCATIONAL MANAGEMENT

Course Code: 3301   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand the know- how's of managing educational institutes on the basis of total quality management principles.

Course Outcomes

After completing the course teacher educators will be able to

- *Explain the basic fundamental areas of management.*
- *Describe the skills required for enhancing institutional quality for sustained development.*
- *Enumerate the skills required for capacity building of human resources.*
- *Explain the skills needed to manage data for various information management processes.*
- *Prepare cost effective budgets, proposals and describe ways of managing financial resources.*

Course content:
Module I: Foundations in Educational Management
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept and process of management and its relevance in education
- Describe different approaches of management and their application in educational organization
- Analyze different styles of management followed by leaders of different educational organizations
- Discuss the competencies of an effective leader

1. Definition & Concept: Management as an art, science, organization, person & a discipline
2. Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
3. Principles & processes of management

4. Styles of management; autocratic, laissez-faire, transactional, contingency
5. Leader *vs.* Manager; role competencies

Module II: Total Quality Management in Education
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the issues in quality management of educational institutes
- Assess an educational institute and develop an audit report
- Discuss the factors affecting sustainable development of an educational institute · Develop a plan for TQM in education

1. Concept of Quality and issues in Quality management of educational institutes
2. Educational applications
3. Assessment of educational institutions
4. Strategic planning & Sustainable development
5. Implementing TQM

Module III: Human Resource Management
Learning Outcomes: At the end of this module the student will be able to:

- Describe the staffing function of management
- Develop performance appraisal system
- Suggest capacity building programmes
- Discuss factors promoting good organizational climate
- Observe and infer group dynamics in an educational institute

1. Manpower planning, talent acquisition & management
2. Employee benefits, welfare & Performance appraisals systems- 360 degree approach
3. Training, development & capacity building
4. Organizational behaviour; climate & culture
5. Individual & group dynamics, conflict management & negotiations

Module IV: Educational Management Information Systems (EMIS)
Learning Outcomes: At the end of this module the student will be able to:

- Describe the need for management information system
- Explain the process of collecting and using information
- Develop data monitoring plan

1. Need, relevance and National agencies for EMIS
2. Internal & external stakeholders of EMIS

3. Tools & process for collecting and disseminating data & using information
4. Constituting indicators & data monitoring plans
5. Dissemination, distribution & publication of data

Module V: Financial Management
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the need for financial management in educational institutes
- Compare different types of budgeting
- Suggest ways of resource mobilization
- Develop a research proposal with a financial budget and appropriate allocation

1. Need &Importance of financial management in educational institutes
2. Basic concepts in accounting
3. Importance & types of budgeting
4. Resource mobilization & allocation
5. Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Suggested Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.

- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.

- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.

- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.

- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.

- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.

- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.

- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).

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- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).

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- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.

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EDUCATIONAL TECHNOLOGY

Course Code: 3302   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Course Outcomes

After completing the course teacher educators will be able to

- *Discuss roles of Educational Technologists in various contexts.*
- *Apply appropriate instructional strategies.*
- *Develop appropriate instructional media.*
- *Integrate suitable ICT effectively in teaching-learning-evaluation.*
- *Suggest suitable modality of instruction (Online, Blended, etc.).*

Module I: Educational Technology
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept, definition and scope of educational technology
- Discuss the need and role of educational technologists in India
- Elucidate the growth of conceptual framework of educational technology
- Explain the meaning, scope and components of systems approach
- Discuss the various models of communication

1. Concept, Definition and Scope of Educational Technology
2. Need and Role of Educational Technologists in India
3. Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
4. Systems Approach; Meaning, Scope and Components
5. Communication Process
   5.1   Meaning and components
   5.2   Models of communication: Simple, Osgood and Schramm, Gerbner's mode
   5.3   Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

Module II: Instructional Technology
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept of instructional technology
- Discuss the various theories and model of ISD
- Explain the steps involved in developing instructional design

- Compare the methods and models of instructional designs for large group and individual instruction
- Discuss the importance of cooperative and individual learning strategies for children with disabilities

1. Concept and Definition of Instructional Technology
2. Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
3. Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation
4. Methods & Models of Instructional designs for Large Group and Individual Instructions
5. Co-operative and Individual Learning Strategies for children with disabilities

Module III: Instructional and Interactive Learning
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept, need and components of interactive learning
- Discuss the role of instructional media and instructional learning material for children with special needs
- Develop interactive learning material
- Suggest ways to integrate ICT's for children with special needs

1. Interactive learning: concept, need and components
2. Instructional Media for children with Special needs
3. Interactive learning Material for children with disabilities
4. Development of Interactive learning Material
5. Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Module IV: ICT For Inclusion
Learning Outcomes: At the end of this module the student will be able to:

- Explain the importance of ICT for 21st century learning
- Discuss the dilemmas and realities about applications of ICT in inclusive education
- Analyze the potentials of ICT in inclusive education
- Describe the need of ICT for teaching-learning
- Discuss the role of ICT in curriculum transaction

1. ICT for 21st century learning
2. Dilemmas and Realities about applications in ICT in inclusive education
3. Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning
4. ICT for teaching-learning
5. Role of ICT in curriculum transaction

Module V: Recent Trends in Technology
   Learning Outcomes: At the end of this module the student will be able to:

- Discuss the role and importance of recent trends in technology

1. Online Learning
2. Blended Learning
3. M-Learning
4. MOOC
5. OER

   Course Work/ Practical/ Field Engagement

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
- Present a research paper on appilcation of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

   Suggested Readings

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.

- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass

- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.

- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.

- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.

- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.

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- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.

- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

GUIDANCE AND COUNSELING

Course Code: 3303   **Credits: 04**
Contact Hours: 60   **Marks: 100**

Course Outcomes
After completing the course teacher educators will be able to

- *State the basic concepts in Guidance &Counselling.*
- *Discuss Educational, Vocational and Personal Guidance.*
- *Describe testing devices and non-testing techniques of guidance.*
- *Analyze the problems faced by students in the contemporary world.*
- *Discuss the problems faced by children with disabilities.*

Module I: Education and Career Guidance
Learning Outcomes: At the end of this module the student will be able to:

- Discuss the principles, objectives and need for guidance at various educational levels
- Explain the various types of Guidance
- State the needs of students for Career Development
- Apply the tests and techniques for Guidance
- Enumerate the essential services in a school guidance program

1. Concept, principles, Objectives and need for guidance at various educational levels
2. Types of Guidance: Individual and group, Personal, Educational and Vocational
3. Career Development needs of students. Changing scenarios in a global world
4. Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
5. Essential services in a school guidance program

Module II: Vocational Guidance
Learning Outcomes: At the end of this module the student will be able to:

- State the Factors that influence the choice of career
- Explain the theories of career development
- Assess vocational maturity
- Access occupational information in Guidance
- Discuss the process of guidance for students with disabilities

1. Factors influencing choice of career
2. Theories: Vocational Choice, Vocational development and Career development theories
3. Assessment of Vocational maturity
4. Occupational information in Guidance
5. Guidance for students with disabilities.

Module III: Fundamentals of Counselling
Learning Outcomes: At the end of this module the student will be able to:

- Explain the concept and nature of counseling
- Discuss the scope and objectives of counseling
- Examine the stages of the counseling process
- Infer the counseling techniques
- Examine and inculcate the ethical principles and issues

1. Concept and nature of counselling
2. Scope and objectives of counselling
3. Stages of the counselling process
4. Counselling techniques
5. Ethical principles and issues

Module IV: Group approaches in Vocational Counselling and Guidance
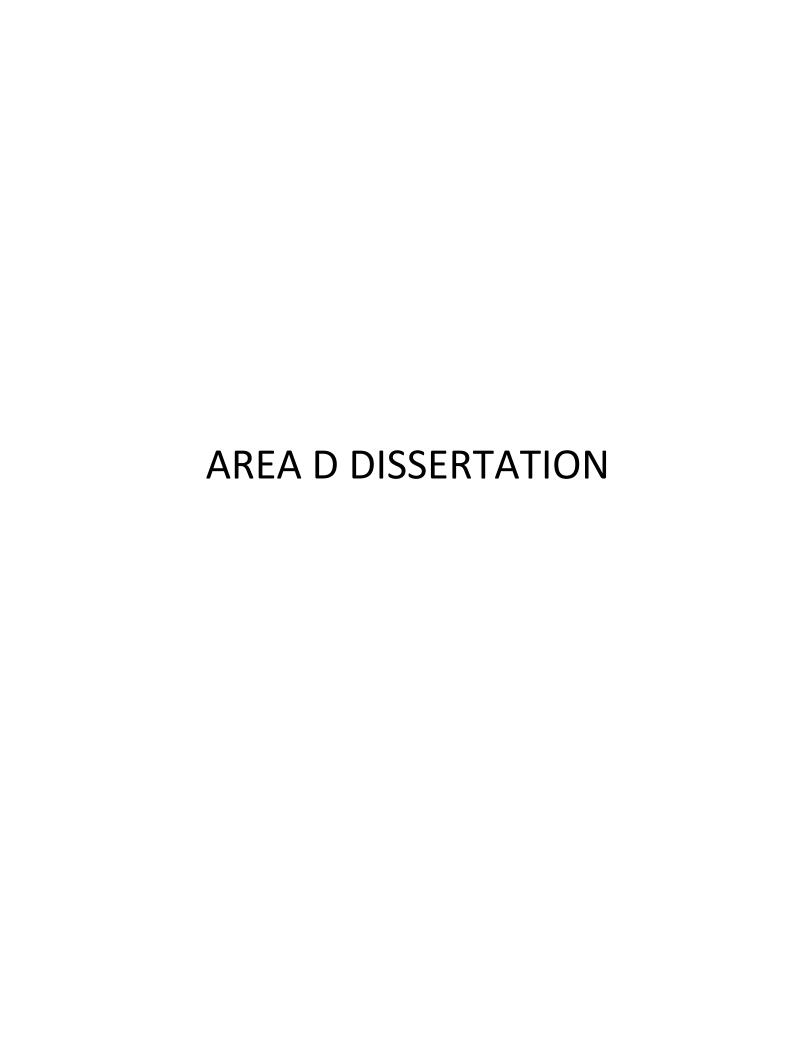**Learning Outcomes: At the end of this module the student will be able to:**

- Explain the types, areas and approaches of counseling
- Discuss the steps and skills involved in the counseling process
- State the advantages and disadvantages of Group guidance Techniques
- Identify the essential services in school and community based guidance programs
- Assess the Placement, research, evaluation services and Job study

1. Types, areas and approaches of Counselling
2. Steps and skills in the counselling process
3. Advantages and Disadvantages of Group Guidance techniques
4. Essential services in school and community based guidance programs
5. Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

Module V: Assessment in Educational and Vocational Guidance and Counselling
Learning Outcomes: At the end of this module the student will be able to:

- Explain the process of assessment for underachievers and gifted students
- Construct tests for assessment in vocational guidance
- Discuss crisis intervention
- Discuss the role of counselor in the contemporary context

1. Assessment of underachievement and challenges
2. Assessment of giftedness and special strengths
3. Career test construction, administration, scoring and interpretation
4. Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
5. Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement

- Visit different Guidance Centres and write a report
- Review a film for counselling
- List the resources required and their optimum use in managing school guidance programme
- Develop a career choice assessment tool in view of personal characteristics of any
- Child with disabilities and available opportunities
- Prepare a brochure on career opportunities for children with different disabilities

AREA D DISSERTATION

DISSERTATION

Course Code : 4401

Total Credits: 16   **Marks: 400**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/ College. Students are expected to complete the Dissertation work in four phases in four semesters.

Phase 1: Synopsis Submission

In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester.

Phase 2: Review of Literature and Development of Tools

During the Second Semester the student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of fourth semester. The students have to submit three typed copies of Dissertation to the Department/ College by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners